

# Consistency of Teacher Judgement

## Moderation



For further information  
[www.det.nt.gov.au/education/teaching\\_and\\_learning/  
assessment\\_standards\\_reporting/consistent\\_teacher\\_judgment/index.shtml](http://www.det.nt.gov.au/education/teaching_and_learning/assessment_standards_reporting/consistent_teacher_judgment/index.shtml)

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## SECTION 1: INTRODUCTION

### Purpose of this handbook

The purpose of this handbook is to provide information and guidance to school staff responsible for facilitating moderation at their own school and/or with other schools (cross-school moderation). This resource has been designed to accompany the *Moderation PowerPoint* which can be downloaded from the DET website:

<http://www.det.nt.gov.au/teachers-educators/assessment-reporting>

There are five sections in this handbook.

- Section 1: Provides a definition, the purpose and benefits of moderation.
- Section 2: Provides support information for moderation facilitators to help them conduct moderation in their school or with other schools.
- Section 3: Provides hints and tips for teachers on Assessment Design and Moderation.
- Section 4: Contains moderation resources with accompanying annotated notes, providing further information to assist facilitators and teachers in using these resources.
- Section 5: Includes reproducible resources.

The moderation process contained herein is a suggested process only. Moderation facilitators are encouraged to adapt this process to suit their particular school context. The *Moderation PowerPoint* is a resource to compliment this handbook. It is designed to save facilitators time by providing helpful information to use when conducting moderation activities in their school or with other schools.

The 2009 Northern Territory Curriculum Framework Overview contains four operational policy statements for curriculum, pedagogy, assessment and reporting in the compulsory years of schooling and applies to all NT primary, middle and special schools.

**Policy Statement 3** addresses Assessment and Monitoring and states:

*Assess, monitor and evaluate learner's progress and achievement against Northern Territory Curriculum Framework standards using processes to support consistency of teachers' judgements.*

All NT schools will plan, document and ensure implementation of a school assessment policy that addresses the following requirements:

- Ensure consistency of teacher judgement through moderation processes.
- Gather and record evidence of learners' demonstrations of outcomes.
- Use data to inform teaching and learning programs.

### What is moderation?

*Moderation facilitates consistent teacher judgement of student learning*

**It is important that the information reported to parents, teachers and students is accurate and consistent throughout the school and the NT.**

Moderation is:

- the process where teachers discuss and reach agreement about student demonstrations of learning. This ensures that the judgements teachers make are the same as would be made by other teachers.
- essential for ensuring the quality and consistency of teacher judgements of student performance. It builds on the principles of assessment and involves teachers working together to review the evidence of student performance.
- the collaborative, peer review of evidence of learning and the judgements made about that evidence. Agreement or consensus is reached through a process of comparing the features of the evidence against the standards in the Northern Territory Curriculum Framework (NTCF) for students from Transition to Year 10.

- Moderation facilitates:
  - discussion, decision making and recording of pedagogical implications for improving learning for individuals and/or cohorts of learners using the NTCF.
  - evaluation of assessment tasks and identification of how the design of them can be improved for future use.

*Moderation is most effective when teachers use collaborative protocols to guide the process to authentic consensus.*

Moderation should be a regular ongoing practice within schools. It can take the form of regular informal discussion with colleague/s about student work.

When considering what to moderate, two possible options are:

- Evidence based decision making:  
Using student achievement data to identify an area of focus for moderation. This can be linked to professional learning activities within the school AND / OR
- Rotation of learning areas over a one/two year cycle:  
This will ensure ongoing checks on consistency of judgement in all learning areas across the school.

Schools are encouraged to conduct school based moderation activities and contribute to regional/cross-school moderation with the view to improving their understanding and capability of ensuring consistency in their judgements of student achievement. However, moderation should not only be considered a formal affair. Moderation does not necessarily need to involve the whole staff at one time. Some legitimate moderation activity alternatives are:

- electronic moderation
- partner/mentor moderation
- unit/small group meetings
- regular 10 minute spot at the beginning of staff meetings.

Formal moderation activities within the school can be of varying lengths of time and have a wide range of foci. Not everything used to assess student learning can be or should be moderated. Teachers should bring along just enough samples to represent the low, medium and high levels of achievement in their class. This will provide the teacher with feedback on the judgements they have made as well as allow them to check if their judgements are consistent with their colleagues.

*Valuable moderation often takes place during regular, informal collegial discussions. Regardless of the moderation setting, teacher reflection of their work is vital for professional growth and enhancement.*

In the NT student performance is based on standards described in the NTCF outcomes. When moderating evidence of learning teachers make judgements based on bands/levels in the NTCF.

## Benefits of moderation

The moderation process:

- guides teacher judgements so that they are accurate reflections of students' levels of achievement against the NTCF bands/levels;
- is a consultative process where teachers develop a common understanding of NTCF bands/levels and what is required to attain particular achievement levels;
- provides an opportunity for the teaching/learning focus to be adjusted to suit individual learning needs;
- provides an opportunity for professional learning while consistently utilising collaborative protocols;
- promotes sharing of assessment tasks and programs with the potential to provide teachers with fresh ideas and new inspiration to improve the quality of assessment design;
- promotes the production of quality monitoring data.

## SECTION 2: FACILITATOR SUPPORT INFORMATION

### *Guidelines for preparing and conducting a moderation workshop*

#### Moderation facilitators

This is a role best undertaken by senior staff/TEPS/staff with extensive moderation experience. A moderation facilitator needs to have a solid understanding of the NTCF and be willing to organise and facilitate moderation sessions. Facilitators should ensure decisions are made and communicated to the rest of the teaching staff.

#### Facilitators role prior to moderation

Facilitators are encouraged to adapt the *Moderation PowerPoint* to suit their school/context/timeframe. The *Moderation PowerPoint* is designed to assist moderation facilitators by providing some helpful information to use when conducting moderation activities in your school/with other schools. The slides contained in the presentation are a collection of ideas only and is to be used in conjunction with this handbook.

While system moderation activities have determined what to moderate and organised where and when, leadership teams in schools, in consultation with staff, need to make these decisions. Communication with staff prior to moderation activities must occur. Faculty and/or school purpose for moderation should have strong links to school improvement plans.

Facilitators should consider:

- How will teachers be grouped at the moderation activity?
  - Have all teachers used the NTCF before?
  - Are any teachers currently teaching in unfamiliar year levels and/or subjects/learning areas?
  - Will any teachers need mentors? If so, which teachers are most experienced in moderation practices?
- Do any members of staff need assistance with the moderation process?
- How much preparation time is necessary for teachers?
- Which area/s of learning will be addressed at this particular moderation activity?
- Moderated work samples are an important part of portfolios. How will portfolios be arranged?
- When will moderation take place?
- Where will moderation take place? Is there sufficient space for participants to work in groups?
- What time is available? How long will the moderation activity take?
- What materials and resources will be required before, during and after the moderation activity?
- When will these decisions need to be communicated to teachers?
- Should a cross school moderation activity be planned following the school based moderation? If so, which schools could be involved and should a similar approach as the school based model be followed?
- Which context sheets will be used? A discussion of how to use the context sheet and/or how the contextual information will be collected needs to occur prior to assessment being undertaken (well before the moderation activity) so that teachers are prepared to collect the necessary information. It is often difficult to look back at a task and try to recall all the necessary contextual information.
- Are teachers clear about what and how much evidence of learning to bring with them to moderation? Sufficient time must be provided for teachers to organise samples and make judgements of student work before attending moderation sessions.
- What stationery/resources are needed?
  - band/level labels to identify teachers' judgement of evidence and to help organise samples
  - recording cover sheet for feedback and judgements
  - copy reproducible resources from Section 5 of *Moderation Handbook*.

## Facilitator's role during Moderation

Suggestions to assist the smooth conduct of the moderation session include:

- Ensure that all participants know where to locate the samples they will moderate and how they are to be organised e.g. where to place samples before and after they have been moderated.
- Ensure easy access to resources such as *post it* notes, writing implements, moderation support materials, copies of the NTCF etc.
- Whole group moderation of a common sample to confirm common understandings and initiate discussion – this is a critical activity to promote consistency.
- Present, discuss and agree to the use of moderation protocols (refer p 8 for examples).
- Discuss an agreed timeframe and number of samples to be moderated within that timeframe.

Facilitators are encouraged to:

- Move from group to group. Monitor use of protocols.
- Facilitate decision making (DON'T be the expert & make decisions for the group).
- Be aware of atmosphere, dynamics of the group and timeframe.
- Stop the process to discuss any concerns or misperceptions, if necessary.

## Facilitator's role after Moderation

After moderation, teachers are encouraged to reflect on the pedagogical implications of the feedback that comes from moderation.

- Where to from here? What should the future teaching focus be? Reflect on improving teaching practice.
- Is data monitored (in the CeTool) consistent with the evidence collected?
- What action needs to be taken to organise further moderation in your school/with other schools?
- What other evidence needs to be combined with the moderated work to get a rich picture of a particular student's achievement prior to monitoring?

Facilitators are encouraged to reflect on the process and future moderation events.

- Did every teacher receive some feedback? Was feedback useful for teachers?
- What learning area will be the focus next time?
- When will the next moderation opportunity be?
- Any recommended/necessary changes?
- Are there ways we could connect with other teachers (within our own school or in other schools)?

## SECTION 3: HINTS AND TIPS ON MODERATION & ASSESSMENT DESIGN

### Background information

The following hints and tips are a collection of ideas provided by NT teachers during 2007 cross-school moderation and system Standards Validation sessions. The ideas provided are not an exhaustive list, but aim to provide considerations for conducting school-based moderation and/or preparing for cross-school moderation.

### Ideas for school based moderation

Moderation in a school (before cross-school sessions) helps teachers to identify areas of concern regarding consistency and accuracy of judgements and design of assessment tasks. Teachers are provided with immediate feedback on their assessment (accuracy). When feedback from cross-school moderation is provided any issues should have already been identified.

- Moderation should occur regularly, across a range of areas of learning.
- Examples of valuable moderation practices used in schools include:
  - Start every staff/faculty/unit meeting with moderation of a student folio or piece of work so moderation becomes part of the school culture and professional dialogue. This allows teachers to become familiar with student evidence of learning outside of the year level/area they teach. We recommend that you:
    - Time the discussion so it becomes a manageable agenda item.
    - Provide teachers with a copy of the work to be moderated prior to the meeting.
    - Identify a different band/level or learning area to moderate on a regular basis.
  - Conduct regular moderation in each area of the school/faculty instead of a staff meeting or as an extra commitment for a negotiated time e.g weekly, once a term or semester. This allows teachers to focus on the area or year level they teach.
  - School based moderation should be linked to recording quality data in the monitoring component of the CeTool.
  - Teachers could be provided with dedicated time to moderate and enter assessment data in the CeTool at least once a semester.
  - Senior Staff or ERTs may release teams of teachers (or even just pairs) for a period of time once a term/semester.
  - Senior teachers/moderation coordinators/TEPS use part of their release time to mentor colleagues in moderation.
- Initiate a program that involves Teaching, Learning and Standards curriculum officers, or school staff with the necessary expertise, working with teachers (from early in the year). The program could support teachers to:
  - develop awareness of, or support in, collection of data (in particular choice of evidence of learning).
  - use of context sheets and cover sheets.
  - become familiar with NTCF outcomes, particularly those of ESL.
- Keep school based moderation more informal/manageable. There is no need to complete context sheets for every task or student; the teacher is there to provide contextual information verbally if needed. Context sheets and extra information is required for the samples chosen to go to cross-school moderation.
- Ensure copies of student work are made before cross-school sessions in case work is misplaced.

### Teacher feedback regarding cross-school moderation

- Moderation promotes professional dialogue on:
  - how to progress student learning
  - what the next teaching emphasis should be
  - improving the assessment design
  - reflections on teacher pedagogy.
- Clear information regarding the student's level of independence is critical to confirm a solid or comprehensive achievement at a band/level. This information must be provided with the sample on the attached context sheet.
- A demonstration of solid evidence of a band/level requires consistent demonstration of the outcome. This consistency cannot be ascertained by moderation of only one sample of work or without supporting information with each sample.

A range of evidence is needed to identify consistent demonstrations of learning and to demonstrate evidence of all elements within an outcome e.g. learning how to learn or strategies.

- Some tasks are not suitable for moderation or have proven difficult to moderate. These include:
  - Group tasks.
  - Practice NAPLAN tests (unless they have been 'opened up').
  - Non-annotated running records.
  - Homework tasks.
  - Closed tasks (with right and wrong answers).
  - Assessment context sheets where minimal 'task context' information was provided.
  - List of known sight words.
- Moderators require specific information about the elements Learning How to Learn (ESL) and Strategies (English) as these are not generally evident in the evidence of learning. More information from teacher and/or student in the form of annotations, reflections, peer/self evaluations and/or checklists would allow evidence of learning easier to judge. A range of evidence showing the process the student worked through (drafts, self editing, reflections, steps), where appropriate, could also be included.
- Inclusion of assessment rubrics and other anecdotal evidence e.g. teacher observations, help moderators make a more informed judgement. Anecdotal notes are essential, particularly when assessing Strategies.
- Rubrics and checklists that span across bands/levels allow moderators to see the breadth of the students' learning (what they know and don't know). Tasks that cater to a range of levels also allow moderators to compare what evidence students can demonstrate in a variety of bands/levels.
- Evidence collected from the same time frame assists in making on balance judgement on a whole folio of work. Dating work is important.
- Photocopies need to be clear with indications of who has made corrections (the teacher or student).
- It is helpful for schools to agree on a uniform way of collating individual student's samples e.g. sheet protectors, stapled pages, manila folders. Using paper clips on multiple pieces of evidence of a student's work means it's more likely that samples will become separated.
- Ensure that NTCF terminology of 'Emerging, Solid, and Comprehensive' is used, not terms such as high, medium and low.
- Cross-school moderation samples should be assessed by classroom teachers and moderated at a school level prior to cross-school moderation activity (sometimes not always possible in small remote schools). Ensure evidence has been moderated at school with a clear NTCF judgement (band/level) recorded on context sheet. This means that cross-school panels are able to provide feedback about the consistency of the teacher and school based judgments.
- Ideas on how to demonstrate evidence of learning include:
  - Products such as models, constructions, writing samples, projects.
  - Photos, videos, recordings.
  - Checklists, rubrics.
  - Anecdotal notes.
  - Recordings of performances, rehearsals and final presentations.

### **What are the characteristics of quality evidence of learning?**

- Open-ended tasks allow children the opportunity to demonstrate the full range of their learning. A few open questions can often demonstrate more evidence than a lot of closed questions.
- A task should be able to provide evidence of a number of NTCF elements and indicators as well as allowing evidence to be demonstrated across a range of bands/levels.
- Be careful not to assess too many outcomes with a single task e.g. Inner, Creative, Constructive, Environment, English. Although some tasks may be able to do this, not all tasks would allow a student to show the level of understanding needed to demonstrate outcomes in all those areas. In the same way, why assess only one element when the student may be able to easily demonstrate evidence of a whole strand or in fact more than one strand or learning area.



- Assessment activities need to be challenging for students. The tasks need to show what students can do and the range of errors they are making.
- Evidence of learning should reflect the NTCF targeted outcomes.

*Remember, if the assessment does not allow the student to demonstrate what they know, by providing opportunities to demonstrate evidence reflective of targeted outcomes, then all you see is what the student can't do.*

- Diversity in the types of assessment tasks provides all students the opportunity to demonstrate their learning, regardless of their learning preferences.
- Evidence of learning sources include:
  - Checklists with anecdotal notes.
  - Teacher observations.
  - Performances.
  - Products.
  - A variety of media: slides, photos, models, videos etc.
  - Essays/narratives/etc.
  - Journal & diary entries.
  - Rubrics.

## Important Assessment Tips

- Be explicit with students so they know what's being assessed.
- It is important to provide students with explicit feedback as to what it is they are doing correctly or incorrectly, rather than comments like 'well done' e.g. *'well done for spelling all your words correctly in this paragraph', or 'well done, Johnny, for remembering to mark sentences with capital letters at the start and full stops at the end of your sentences'.*

## What provides quality evidence of learning for Maths?

- Open tasks that provide multi-level demonstrations of learning.
- Challenging tasks to allow you to see what students can and can't do. Allowing for some errors enables analysis of those errors. This is important to determine the band and identify areas of difficulty for targeted intervention.
- Tasks that allow depth of understanding to be demonstrated of the targeted concepts/outcomes or parts of outcomes rather than a small understanding of lots of bits (quality not quantity).
- Tasks using 'reversibility' i.e. giving the student the answer and asking for the question, provide the opportunity for students to show their depth of understanding.

## Teacher feedback regarding moderation of Maths

- Separate samples for different strands are easier to moderate and assign a level.
- Show student's working out and/or explanation/communication/reflection of what they did and/or why they did it. At lower bands this may need teacher annotation to describe communication.
- Open-ended tasks are easier to moderate than worksheets or closed tests/tasks with right and wrong answers.

## Mathematics Resources and ideas that students have responded well to include:

- NZ Maths <http://www.nzmaths.co.nz>
- CMIT (Count me in too) <http://www.curriculumsupport.education.nsw.gov.au/countmein/index.htm>
- 'Teaching with rich learning tasks – A handbook' by Gary Flewelling with William Higginson.
- 'Mathematics Assessment for Learning: Rich Tasks & Work Samples – Junior Primary-Junior Secondary' by Ann Downton, Rose Knight, Doug Clarke & Gerard Lewis.

*Open and rich tasks don't need to be "bigger than Ben Hur".*

### What provides quality evidence of learning for reading?

- Texts that match the student's capability and is appropriate to the task.
- Rich integrated tasks combining reading, writing, listening and/or speaking may be more suitable for older students and generate evidence of multiple outcomes/strands.
- Comprehension questions should be both open and closed (where appropriate) and use of Blooms Taxonomy (inferential questions where appropriate).
- Provide accompanying running records with 3 levels of comprehension questions.
  - Informational.
  - Inferential.
  - Evaluative.
- A range of reading samples that target evidence in relation to the NTCF e.g.
  - Corrected by teacher/peers/self.
  - Different levels of comprehension e.g. 4 roles of the reader.
  - Questions specific to each level. Indicators for teacher to ask student (record answers).
  - Torch type tests – literal and inferential questions.
- Tasks that cover a range of texts, including fiction and non-fiction, familiar and un-familiar texts.
- A variety of different methods for the collection of evidence:
  - Focussed observations.
  - Conversations.
  - Interviews.
  - Taped and/or inclusion of transcripts.
  - Video recording student reading.
  - Copy of text with a running record/transcript from that text.
  - Running records.
  - Teacher comments.
  - Open ended tasks/activities with rubric, so students can self-monitor their progress.
- Teacher recording, transcripts/taping/videoing:
  - Students listen to their own-recorded voice after reading text.
  - Note strategies used/not used.
  - Taping & videoing useful for identification of progress.
- Portfolios/ Learning Journey Folders/ Evidence of Learning Folios may include:
  - Running records.
  - Photos.
  - List of books read (including level of book).
  - Word lists e.g. sight words.
  - Anecdotal notes.
  - Self evaluation (detailed).
  - Teacher interview style for comprehension.
  - Audio tale/video tape – transcribed.
  - Cloze exercises.
  - Digital portfolios with links to authentic texts.
  - Creative responses/representation of text (multiple intelligences).
  - Journal/log of books that have been read (levelled appropriately).

### What do we need to look for when assessing the language structures and features element of reading? What will we see students demonstrating?

- Sound/symbol relationships.
- Word decoding.
- Use of text features.
- Recognising different text types (including visual texts).
- Demonstration of early reading behaviours such as knowledge about books and print.

- Identification of features such as: punctuation, grammar, suffixes, prefixes, word functions & origins, sentence structures.
- Use of reading strategies.

#### **Teacher feedback regarding moderation of reading:**

- Include copies of articles, reading texts and/or answers with the work samples wherever possible.
- Reading tasks where the text is copied and attached are much easier to moderate. Attached excerpts of the text are helpful for moderators who are unfamiliar with the text. Alternatively information about the text to clarify the sample for moderators may be sufficient.
- Moderation of just one reading element e.g. Language Structures & Features is challenging. Moderation is easier if two or more elements are assessed.
- Regardless of the task, a taped recording (and/or) transcript of the student reading, together with a detailed context sheet is beneficial.

#### **What provides quality evidence of learning for ESL reading? Many of these ideas are also appropriate to English.**

- Checklists
  - Teacher observation checklists e.g. Marie Clay 'Sand & Stone'
  - Accelerated Literacy (early readers) checklist.
  - *Walking Talking Texts* beginning reader checklist and independent reader checklist.
  - Use of oral checklist as indicators
  - Social/Cultural understanding checklists could be used to identify questioning regarding text.
- Teacher annotated running records can provide information on strategies used such as:
  - Predicting
  - Re-reading
  - Read on and go back
  - Meaningful substitutions
  - Sound symbol knowledge
  - Knowledge of syntax e.g. ESL students may drop past tense -ed or plural -s.
- Filming provides more evidence than taping as this helps to see the non-verbal cues and body language involved.

#### **Teacher feedback regarding moderation of ESL reading. Many of these ideas are also appropriate to English.**

- Establish formal record keeping detailing Socio-Cultural and Learning How to Learn elements.
- Evidence covering a range of different genre types (especially for Level 2 and over).

Essential information which should be included as part of the task description on *the Individual Work Sample context Sheet* are:

- Familiar or unfamiliar text.
- Time spent on the text.
- What part of the teaching/learning cycle was this task attempted.
- The use of environmental print.
- The use of punctuation to convey meaning when reading.
- Annotations on the samples noting:
  - Reading behaviour
  - Literacy strategies used
  - Independent attempt
  - Concepts of author, title etc.
- Reading tasks suitable for moderation include:
  - Running Records with accompanying comprehension questions are much easier to moderate than a running record alone.
  - Excerpts of texts used for reading tasks, when attached to reading assessment, is helpful for moderators to understand the level of text and student responses.
  - Authentic text e.g. from a Science experiment, is ideal for moderation because the student has input into what is written and understands the context.

**Resources and ideas for ESL/ESD students.** Many of these ideas are also appropriate to English.

- Immersion in print rich environments and activities e.g. Word finds/crosswords, Listening posts activities with books.
- Quality Indigenous texts
- Do, talk, record
- Brainstorm
- Peer support and review
- Group work
- Open ended tasks
- Purposeful tasks with students understanding teacher expectations
- Video interviews
- Negotiated tasks
- Humour
- Relevant software & interactive computer based program e.g Learning Objects, Interactive Whiteboard
- Hands on activities e.g. Lots of cooking and eating, not too many BLMs.
- Structure and routine
- Student responsibility for learning and ownership
- Physical activities and movement
- First Steps resources
- Barbara Brann materials.

**What provides quality evidence of learning for Listening & Speaking?**

- Evidence needs to be comprehensive, especially anecdotal evidence of spontaneous independent speech.
- There should be a broad range of enriched assessment tasks and transcripts other than retell/recounts.
- Transcribed questioning techniques.
- Film more than one student talking eg. Group formal/rehearsals.
- Record songs allowing for pause times and silences.
- Don't always record students in a classroom setting.
- Filming rather than taping allows demonstrations of non verbal cues and body language.

**Teacher feedback regarding moderation of ESL Listening & Speaking.** Many of these ideas are also appropriate to English.

- Range of Transcripts - Use at least 3 of the following: conversation, retell of text, procedural, descriptions, songs and rhymes, performances, unsighted images/texts related to topic. Transcript should be written the way the child is speaking (e.g. bish – fish), including comments relating to intonation, gestures, fluency. Note that it is important to transcribe portions of the text that demonstrate quality evidence rather than the whole text.
  - Video and sound files to support transcribed evidence.
  - Anecdotal notes and checklists of spontaneous informal/conversational speech.
- Establish formal record keeping detailing Socio-Cultural and Learning How to Learn NTCF elements

**What provides quality evidence of learning for Writing?**

- A collection of evidence is not just a collection of pieces of writing. It is important to include a range of evidence of learning from the same student to show a range of evidence for different text types.
- A range of text types assists the moderator to make a judgement at an Emerging, Solid, Comprehensive level within a Band/Level.
- A piece of reflective writing on the author's craft e.g. 'As the author, what was I trying to achieve? What writing techniques was I focusing on?'
- Make sure tasks allow for demonstration of outcomes e.g. if explanation is the genre then give topics that lend themselves to that genre. An explanation of how/why, not a recount of the student doing something.
- NAPLAN Writing Tasks can be moderated at school level and used to check consistency when national/school results are available.
- To assess the Strategies element it helps to:

- include plans, reflections, annotations by teacher and/or student, note taking.
- To demonstrate evidence of self-editing or at least identification of error and/or attempts to correct or improve a draft. Teacher corrections don't help moderators – if needed perhaps margins could be used rather than marking over the top of student writing. *However please note, not all work needs to include drafts and a "good copy" but it helps to see the process the student has followed to improve.*

Examples of a collection of evidence for different genres may include:

Narrative	Poetry	Explanation	Report	Scripts	Argument/ Exposition
Planning sheets.  Writing drafts with editing and the proofing marks of the student clearly seen.  An analysis of Writing.	Range of different types, suited to age/level.  Include reflections/ annotations to identify vocab, imagery, and understanding of why particular words/phrases were used?	Make sure topic suits the genre.  How and Why topics.	Include drafts, research plans, notes taken during research, bibliography etc.	Include dialogue <u>AND</u> visual direction.  Develop characters.	Fact and opinion.  Tone.  Back up statements with supporting information (for younger students who haven't fully developed research skills it may be opinion/statements are just backed up with reasons).
See First Steps Writing Resources for further ideas.					

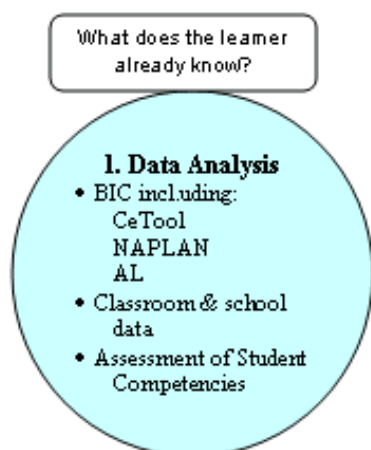
#### Teacher feedback regarding moderation of Writing

- Although prose under supervision or writing under test conditions is a valid form of assessment, it should be accompanied by a range of writing samples from the same student (some including drafts/plans). This would help demonstrate strategies/editing across a range of genres.
- In the early years, annotations providing evidence about the student's ability to read their writing back to the teacher / peer should be included.

## SECTION 4 RESOURCE EXPLANATIONS

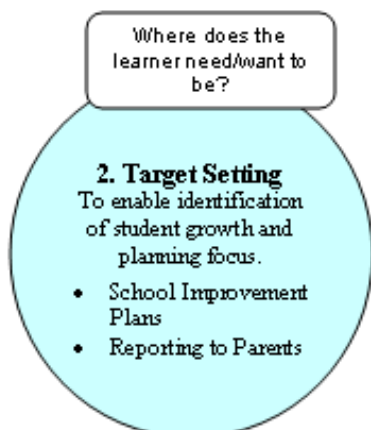
### The Planning, Teaching, Assessment & Reporting Cycle T-10

Moderation is an integral part of the planning, teaching, assessment, and reporting (PTAR) cycle. It should not be considered as an “extra task to do”. The PTAR Cycle appears on slides 5-8 of the *Moderation PowerPoint* and can be found as a reproducible resource in section 5 of this handbook.



#### *What does the learner already know?*

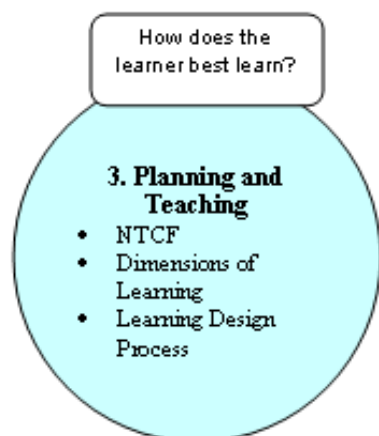
Data about what the learner already knows should be collected from a range of sources. It is important to remember that data is not just numbers. Student evidence of learning, perception surveys are examples of valuable sources of learning providing qualitative and quantitative information. Analysing data for students will allow identification of strengths and gaps in their learning. This will inform future teaching foci, accurate target setting and appropriate expectations of student achievement.



#### *Where does the learner need/want to be?*

Target setting is critical to assist in establishing teaching goals to move students forward. Targets should be based on both individual needs and existing NT/school standards.

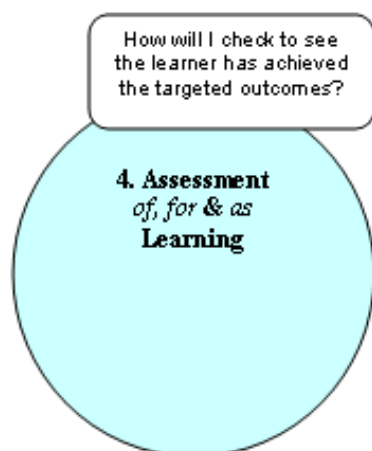
Targets must be realistic and achievable.



### *How does the learner best learn?*

The 2009 Northern Territory Curriculum Framework (NTCF) Overview contains four operational policy statements for curriculum, pedagogy, assessment and reporting in the compulsory years of schooling. These apply to all NT primary, middle and special schools.

**Policy Statement 3** addresses Pedagogy and states;  
*Use evidence based teaching and learning pedagogies that close the gap between learners' current achievement levels and targeted outcomes.*



### *How will I check to see the learner has achieved the targeted outcomes?*

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about learners' demonstrations of outcomes. It is an integral part of the teaching/learning process. As teachers plan learning experiences, they also plan how they will monitor learners' progress.

**Assessment of learning** assists teachers to use evidence of student learning to assess student achievement against goals and standards. It provides summative information on a learner's achievement at a point in time for reporting purposes (to parents, at a school level and to the system). Assessment of learning is when we determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning.

**Assessment for learning** enables teachers to use information about student progress to inform their teaching. Assessment for learning focuses on the learning needs of students and involves the many and varied assessments that occur as a regular part of the teaching and learning cycle.

**Assessment as learning** enables students to reflect on and monitor their own progress to inform their future learning goals. Assessment as learning actively involves students in their own learning and educators taking the time to discuss and reflect on the classroom learning that occurred. Self and peer feedback is used to make decisions about future planning, teaching and learning cycles.

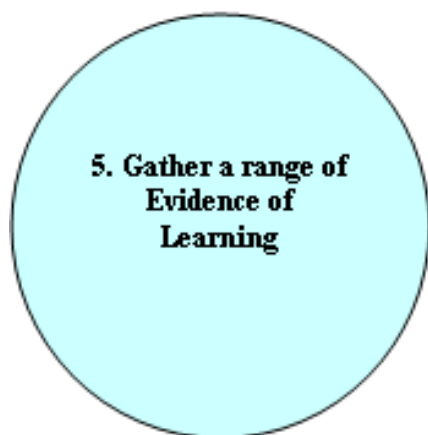
### *How much and what evidence of learning do I need to gather?*

Teachers must ensure that students have the opportunity to demonstrate their learning in a range of different ways. This enables the teacher to gather rich and relevant evidence over time and will assist to make judgements. Evidence of learning can take many forms e.g. anecdotal notes and observations are valid collections of evidence of learning. Not all evidence can be moderated but it still contributes to the rich picture of student achievement.

The first step of moderation must always start with the teacher making independent judgements about a student's achievement from samples of evidence of learning. Teachers then select a representative sample (high, medium, low and possibly hard to judge) to table at moderation.

#### *Evidence of learning can include:*

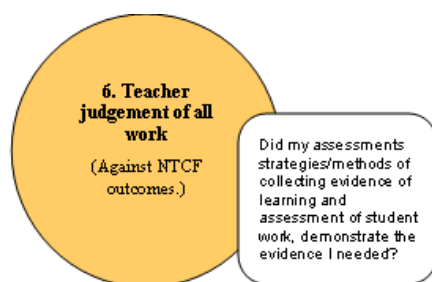
▪ models	▪ constructions	▪ writing samples
▪ projects	▪ photos	▪ rubrics
▪ checklists	▪ anecdotal notes	▪ presentations
▪ performances	▪ rehearsals	▪ transcripts



### *Did my assessments/strategies/ methods of collecting evidence of learning and assessment of student work, demonstrate the evidence I needed?*

Teachers' professional judgement is fundamental to assessment and consequently reporting. Judgements must be based on the NTCF, using a variety of evidence. Teachers make judgements prior to discussion and/or moderation.

If the student didn't produce the evidence anticipated it may be necessary to evaluate the assessment task/s and identify how the design can be improved for future use.





### *How can I ensure consistency of my judgement with other teachers across the school?*

Refer to NTCF Policy Statement 3 and *What is Moderation?* section on p 3 of this handbook.

#### **7. School based moderation of classroom representative samples**

How can I ensure consistency of my judgement with other teachers across the school?

#### **8. Cross school moderation of schools representative samples**

What can I contribute and take back to my school?

### *What can I contribute and take back to my school?*

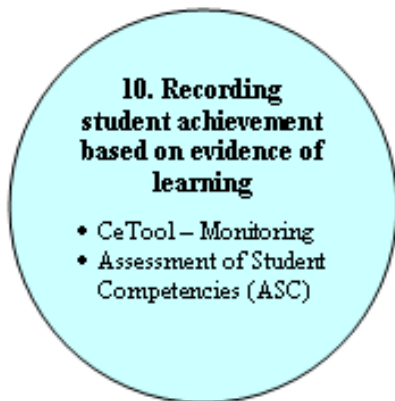
It is recommended that the consistency of judgement within your own school is monitored regularly and with another school at least once a year. This may be in the form of several teachers in your school, meeting a small number of teachers from a neighbouring school or involving the whole staff at both schools and/or at the cluster/regional level. The professional dialogue through discussions and sharing of assessment ideas that take place during such sessions provide teachers with important feedback to take back to their own schools.

#### **9. Teachers reflect on feedback from moderation**

Are my judgements consistent with my peers?

### *Are my judgements consistent with my peers?*

Teacher reflections on both assessment tasks and the judgements made is a key outcome of successful moderation and the collection of quality data on student achievement. Teachers need to be open to the feedback provided as a result of moderation, and prepared to adjust their judgements based on that feedback, if necessary. It is only through regular discussion and reflection, that consistency can be reached, and assessments improved upon to allow students to demonstrate their learning more effectively.



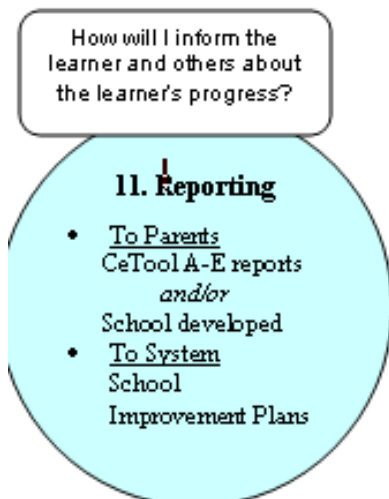
### *How do I monitor student achievement?*

Student achievement from T-10 is monitored in the CeTool based on bands/levels and growth within a band/level. This is determined by collecting a range of evidence, some of which may have been moderated. Once judgements have been made, they are recorded in either the monitoring module of the CeTool. This then becomes the new data set for the PTAR cycle. Just as students are continually developing, so too should their record of achievement (student data set). Teachers should be aware that monitoring of student NTCF outcomes is an ongoing practice and can be recorded in the CeTool at any stage after sufficient evidence has been collected to make an accurate judgement of student achievement.

Further information about CeTool can be found at:

<http://www.ict.schools.nt.gov.au/sams/etool.shtml>

Note: Some schools do not use CeTool but must still record student achievement in a way that allows the data to be used at a system, school and classroom level.



### *How will I inform the learner and others about the learner's progress?*

Once judgements about learners' demonstrations of outcomes have been established, the information is recorded for the purpose of reporting to parents, the school and the system, via the creation of data sets e.g. CeTool. A variety of reports can be generated to inform parents, members of the school community and the system. This student achievement data must be used in the development of the school's Annual Operation Plan as required by the Accountability Performance and Improvement Framework.

These *Moderation Protocols* were developed with input from teachers who participated in moderation activities throughout the Northern Territory. It is recommended that Moderation Facilitators discuss all aspects of these protocols with teaching staff before commencing moderation. An open, unbiased and flexible approach towards others during moderation will contribute to a favourable atmosphere and build a collaborative learning community. These have a positive impact on the quality and consistency of teacher judgements of student achievement.

## Feedback Protocols

- Try to frame your feedback as a question.
- Don't make assumptions.
- Make sure that positive feedback accompanies constructive criticism.
- Offer feedback to explain why you disagreed.
- Feedback to help teachers identify how to improve the assessment task is helpful.
- Ensure that the feedback to teachers is consistent.
- Be realistic with what you suggest – Consider....would you do it or have you tried it?

Remember:

Feedback is designed to equip teachers with ways forward to improve their practice – it should not make them feel like they are being criticised

***Feedback is a gift – make sure it feels like one***

## Moderation Protocols

- Is there sufficient evidence to make a judgement?
- Look for what is there, not what is missing. Stay focussed on what is evident within the sample.
- Acknowledge distracters like legibility, incomplete work and content but don't allow them to take over the conversation.
- Beware of confusing achievement with effort, cultural or gender stereotyping.
- Be supportive when listening to a colleague's comments.
- Explore perspectives that differ from your own and learn from them.
- Listen openly.
- Don't let assumptions determine your decision - trust the contextual information provided by the teacher.
- Raise questions, not for the purpose of locating definitive answers, but for broadening the boundaries of our understandings.

Remember:

One sample of work can be validated by a group of people as being indicative of a band/level. But to make judgements about a particular student's learning (as being emerging, solid or comprehensive), a number of samples collected over time need to be considered.

AND

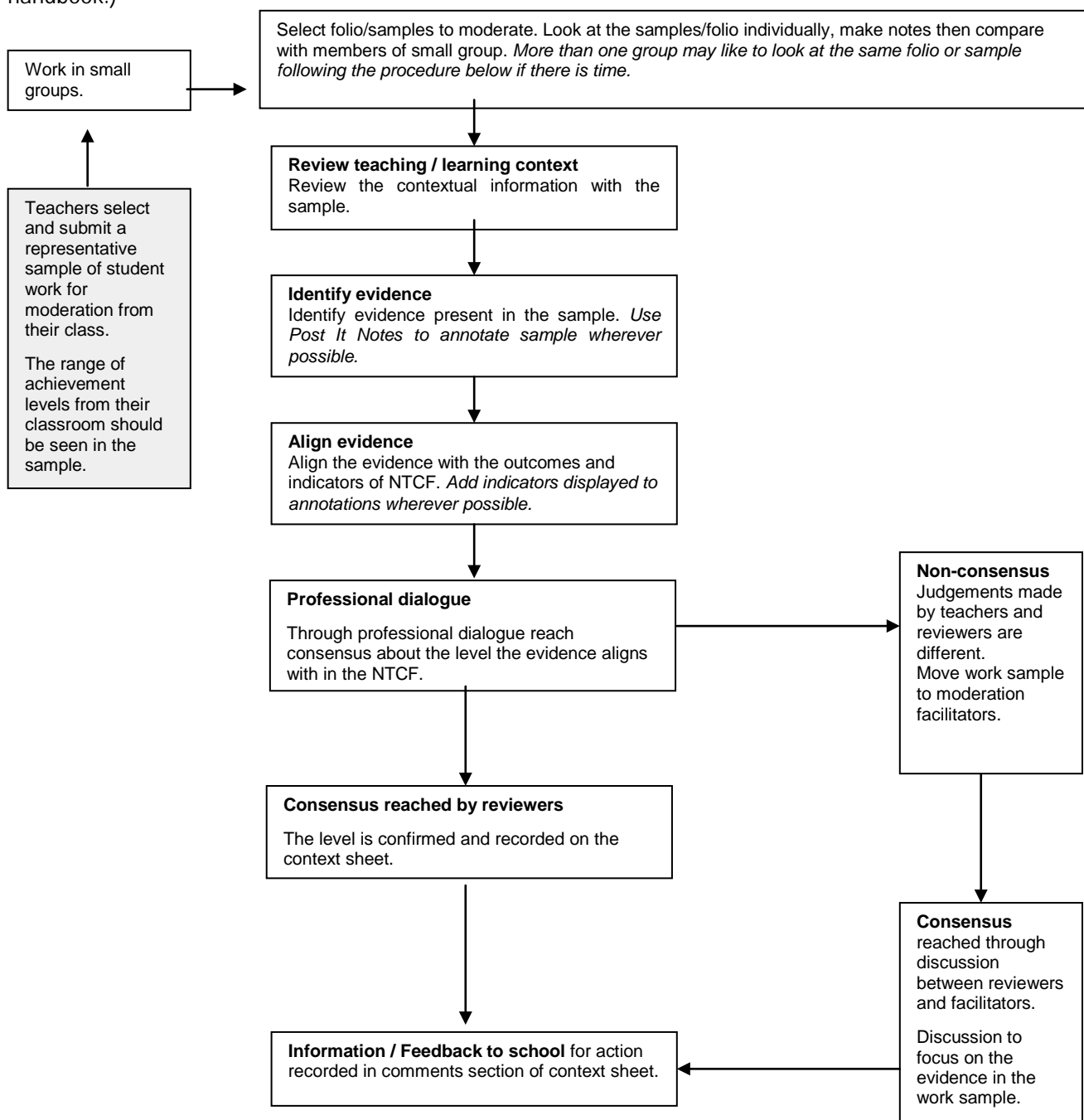
To make judgements about a particular student's learning (as being emerging, solid or comprehensive), you need to consider a number of samples collected over time and the contextual information that is attached to them.

Facilitators can help improve the quality of feedback that is produced during moderation. This can be achieved by encouraging participants to provide and reflect on the feedback provided. The facilitator should reflect on the conduct of the session to identify improvements for future moderation activities. Feedback sessions during moderation provide valuable opportunities for teachers to share and reflect on not only the evidence of learning presented, but the quality and effectiveness of learning outcomes and assessment tasks.

*Protocols can be found as reproducible resources in Section 5 of this handbook.*

## School Moderation Process

The flowchart below demonstrates a procedure that may help facilitate a streamlined moderation process. Decisions such as whether to use folios or a number of work samples, the teaching and learning focus and the use of context sheets will need to be made by individual groups and will vary from school to school (refer to Section 2). Emphasis is placed on professional and open dialogue as one of the most important aspects of moderation. It is the facilitator's role to encourage moderators to reach consensus. A decision must be made by looking at the evidence and engaging in a professional discussion with colleagues. If opinions are ambivalent, a facilitated discussion with a wider group of colleagues (moderators) will be required with evidence based on NTCF outcomes, so that consensus can be reached. It is not acceptable to "agree to disagree" as this does not achieve the purpose of moderation. (The Moderation Process diagram appears on slide 10 of the *Moderation PowerPoint* and can be found as a reproducible resource in Section 5 of this handbook.)



## Growth within a band/level

The curriculum standards at each NTCF band or level are broad descriptions of student learning and represent significant growth and learning. The 2009 edition of the NTCF for English, Mathematics and Science include the addition of key indicators for each curriculum standard. The key indicators describe the solid achievement within a standard and are used to determine '*what?*' the students know and understand. To indicate growth within a level or band and identify the quality of learning, or the '*how well?*' the descriptors of emerging, solid or comprehensive achievement should be used. This is relevant when reporting student learning, that is, an assessment of learning purpose. Multiple samples of learning, gathered from a range of contexts, should be used to make an on-balance judgement of student achievement.

**Note:** When assessing *for* learning it is not necessary to determine growth or quality of learning within a band or level. The intent is for the assessment information to inform **immediate** teaching and learning actions.

Determining student growth within a band/level and identifying quality of learning should take into account the following three dimensions to identify surface to deep knowledge and understandings:

**Content:** Simple to complex knowledge and understandings i.e. the quality of the student's declarative knowledge (what learners know and understand).

**Competence:** Low to high level of skills i.e. the quality of the student's procedural knowledge (what learners are able to do).

**Context:** Simple to complex contexts.

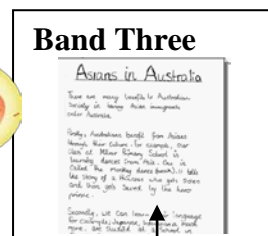
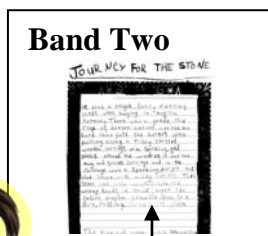
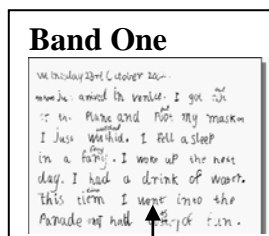
**Emerging, solid and comprehensive descriptors** are to be used when making judgements about student learning for reporting and monitoring of progress made. On-balance judgements identifying the growth and quality of student learning should be made using multiple samples of evidence of learning. Descriptors for emerging, solid and comprehensive have been classified into the dimensions of content, competence and context.

	Emerging	Solid	Comprehensive
Content	<ul style="list-style-type: none"><li>▪ Evidence of learning is inconsistent.</li><li>▪ Beginning to demonstrate behaviours for this band/level.</li><li>▪ Some evidence of learning of the previous band/level.</li><li>▪ Demonstrates an incomplete understanding or has misconceptions about concepts and facts taught.</li></ul>	<ul style="list-style-type: none"><li>▪ Consistent demonstrations of learning across a range of multiple samples.</li><li>▪ Only evidence of this level.</li><li>▪ Demonstrates an accurate understanding of the concepts and facts taught.</li></ul>	<ul style="list-style-type: none"><li>▪ Consistent demonstrations of learning - rich in depth, precise in detail and uses knowledge meaningfully.</li><li>▪ Some emerging evidence of the next level.</li><li>▪ Demonstrates a thorough understanding of the concepts and facts taught.</li></ul>
Competence	<ul style="list-style-type: none"><li>▪ Makes errors when performing skills specific to the task or situation.</li></ul>	<ul style="list-style-type: none"><li>▪ Demonstrates capacity to perform skills specific to the task or situation, reflecting the curriculum standard without significant error.</li></ul>	<ul style="list-style-type: none"><li>▪ Demonstrates proficiency in performing a skill.</li></ul>
Context	<ul style="list-style-type: none"><li>▪ Evidence of learning is within simple or limited contexts (even when the assessment design provides opportunity for richer demonstrations of learning).</li></ul>	<ul style="list-style-type: none"><li>▪ Evidence of learning is within the context of the teaching program.</li></ul>	<ul style="list-style-type: none"><li>▪ Application of learning across a range of contexts, that is beyond routine and practice activities.</li></ul>

Refer to Reporting Guidelines and Assessment Guidelines for further information. They can be found at:  
<http://www.det.nt.gov.au/teachers-educators/assessment-reporting>

## Moderation: Assessment for Learning

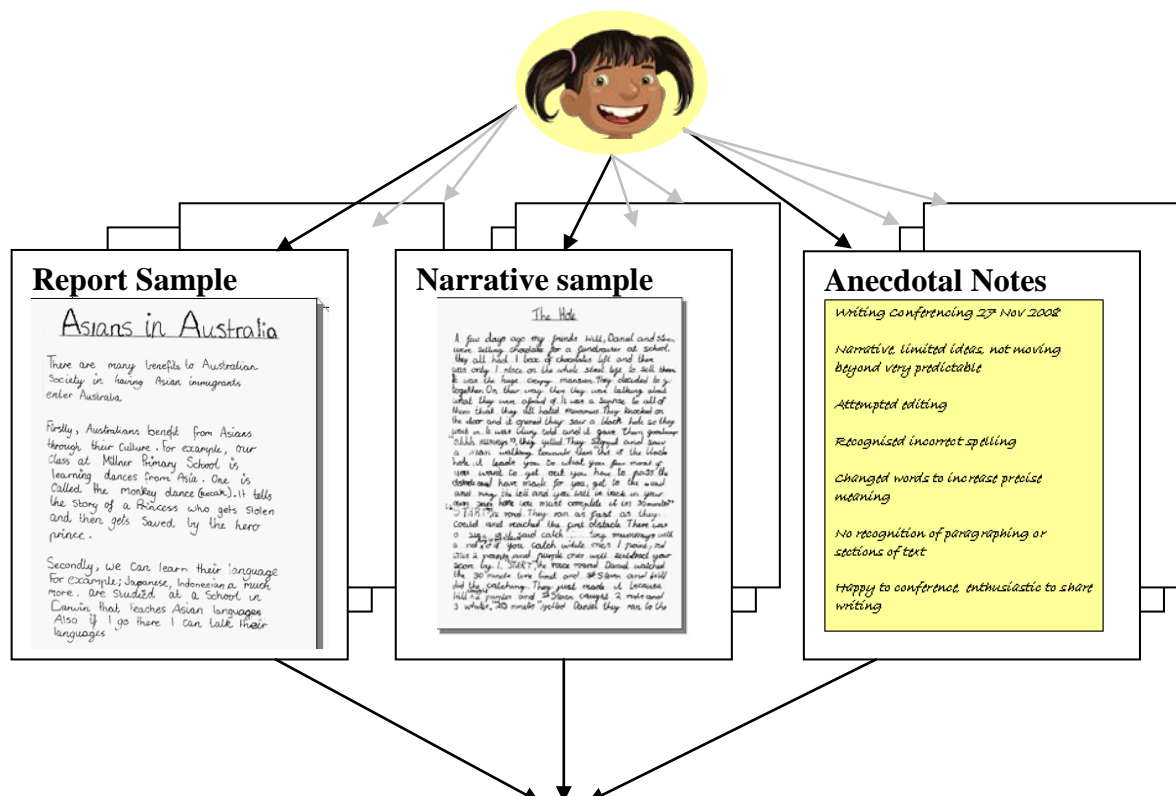
Teacher assessment using evidence of learning to identify a band or level of student achievement with a focus on future teaching emphasis.



Evidence of solid achievement for individual samples of learning

## Moderation: Assessment of Learning

Teacher judgement using multiple samples of evidence of learning to determine growth within a band for reporting purposes for a student.



Using all the knowledge and information on this student the teacher was able to identify that this student is transitioning between Band 2 and Band 3 demonstrating some understandings in Band 3. The teacher monitored this student at Band 3 Emerging for Writing (Language, Structures and Features).

## Context and Cover Sheets

Teachers will need to familiarise themselves with the school's context and cover sheets well before moderation sessions so that they understand what sort of information the school is trying to collect to help the moderation process run smoothly.

*Contextual information is important to enable accurate judgements to be made at moderation.*

### Context Sheets– for individual work samples

This form is completed by the class teacher and attached to a **single** work sample. The purpose of this sheet is to provide information about a particular sample of work, not to make a judgement about the student's level of achievement. They accompany single samples of student's work providing valuable contextual information for moderators. This allows for time-efficient, well-organized moderation to occur.



1. Complete the electronic version of the context sheet.
  - a. Complete all details at the top of the page
  - b. Record the description of the task and then copy and paste to other sheets as needed
  - c. Complete the context / background section by double clicking on each check box to tick off
2. List the targeted outcomes
3. Enter each targeted outcome into the table followed by a judgement of the Band Level reached. Add a date and any comments that may be helpful for the next level of moderation.
4. Attach the *context sheet* to the work sample

It is important to note that context sheets provided in this booklet are only examples of those used for the purpose of cluster/regional moderation. Schools are encouraged to ensure that contextual information can be provided in a way that is manageable for teachers to collect. Sometimes in a small group setting, where student work is easily accessible, contextual information can be provided verbally and/or visually through displays around the classroom. If schools choose to use school-designed templates to use during cross-school moderation please ensure that the feedback below is considered.

*N.B: Context sheets should be filled out by the classroom teacher prior to a moderation session.*

### Cover Sheets – for a portfolio of student work

*Cover Sheets* are designed to be attached to a collection of work samples (a folio of work):

This form is completed by the class teacher and attached to the front of a collection of work samples from the same student. The purpose of this sheet is to record a student's level of achievement at a Band, including identifying the growth within a band (*emerging, solid, comprehensive*) based on a range of evidence.

[illegible]

1. To Complete the electronic version of the moderation cover sheet.
  - a. Complete all details at the top of the page
  - b. Indicate the Learning Area and Strands by double clicking on each checkbox to tick off
  - c. List any Exit Outcomes in the table
2. Make an on balance judgement using the range of samples, and highlight the comments that best describe the samples.
3. Enter each targeted outcome into the table followed by the judgement of the Band Level reached and the *emerging, solid, comprehensive* descriptor. Add a date and any comments that may be helpful for the next level of moderation.
4. Attach the *moderation cover sheet* to the work folio.

*NB. Cover sheets provide space for judgements to be made by moderators.*

*Teachers should fill out the top half of the cover sheet prior to moderation and leave the remaining space for moderators to add their judgements/comments.*

**MODERN SCIENCE EDUCATION INITIATIVE AND TRAINING**

**Modification Cover Sheet - collection of work samples**  
(This form should be completed by the teacher for each student sample)

Student's First Name: Elizabeth Teacher/Class: Y15

Second Name: Benjamin Primary

The work sample attached shows evidence of the following Learning Areas & Strands (Tick any applicable boxes)

Library	Mathematics	SS/SC	Science
<input type="checkbox"/> Listening	<input type="checkbox"/> Number Systems & Data Sense	<input type="checkbox"/> Social Systems & Structures	<input type="checkbox"/> Working Scientifically
<input type="checkbox"/> Speaking	<input type="checkbox"/> Number Sense	<input type="checkbox"/> Environment	<input type="checkbox"/> Concepts & Contexts
<input type="checkbox"/> Reading	<input type="checkbox"/> Change & Measurement	<input type="checkbox"/> Examples	
<input type="checkbox"/> Writing	<input type="checkbox"/> Chance & Data		
<input type="checkbox"/> Thinking	<input type="checkbox"/> Algebra		
<input type="checkbox"/> Listening & Speaking	<input type="checkbox"/> Number		
<input type="checkbox"/> Reading & Viewing			

Include any self-constructed deconstructed below (if any)

Personal Learnings: Learning Technology:

Subtotal/Judgements: Date: Marks/On Balance Judgement:

Sample One	Sample Two	Sample Three	Sample Four	Sample Five	Date	Marks/On Balance Judgement
C-35 LSAF-35	SCU-35 LSAF-35	SCU-35 LSAF-35	C-35 LSAF-35	C-35 LSAF-35	Feb 10th 2008	C-35 SCU-35 LSAF-35 LMTL-35
Teacher						
School Based Panel Reviewers					Feb 14th 08	LSAF-35 SCU-35 LSAF-35 LMTL-35 See teacher's notes on work
Class Panel 1					Mar 2nd 2008	C-35 SCU-35 LSAF-35 LMTL-35 See teacher's notes on work
Class Panel 2					Mar 10th 08	Agree with panel 1 & add the dimensions to work

The judgments made here are evidence of the teacher's professional judgment and are not subject to external review or appeal. The teacher is responsible for ensuring that the work sample is appropriate for the purpose of the initiative and that the student's work is of a standard that is appropriate for the purpose of the initiative.

Follow-up teaching and learning activities:

- Explicit teaching/modelling of text types
- Teases - work on past/present/future verbs - subject/verb agreement
- Work on importance of punctuation to the meaning of text

The purpose of this sheet is to record a student's level of achievement at a Panel, the teacher identifies a band of achievement and the student's work is used as evidence of the student's achievement.

Portfolio of samples for one student. The top section should be filled out by the classroom teacher prior to moderation.

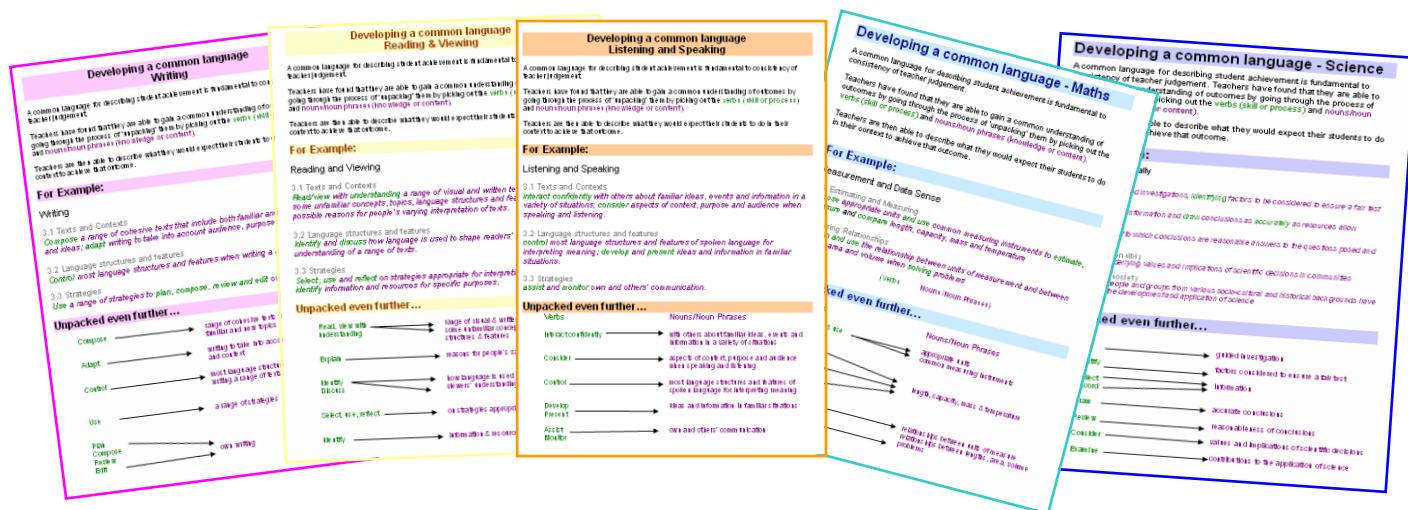
## Teacher Judgement

## Panel/s Judgement

## Suggested follow-up



# Developing a Common Language



This resource is designed to use as a reference while moderating student evidence of learning. It helps remind teachers that the NTCF bands/levels provide a common point of reference from which we determine our judgements of learner achievements.

For Example: This resource encourages moderators to interpret a common language for describing student achievement. This is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by participating in the process of 'unpacking' them by identifying the verbs (skill or process) and nouns/noun phrases (knowledge or content). Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome. This resource can be found as a reproducible resource in Section 5 of this handbook.

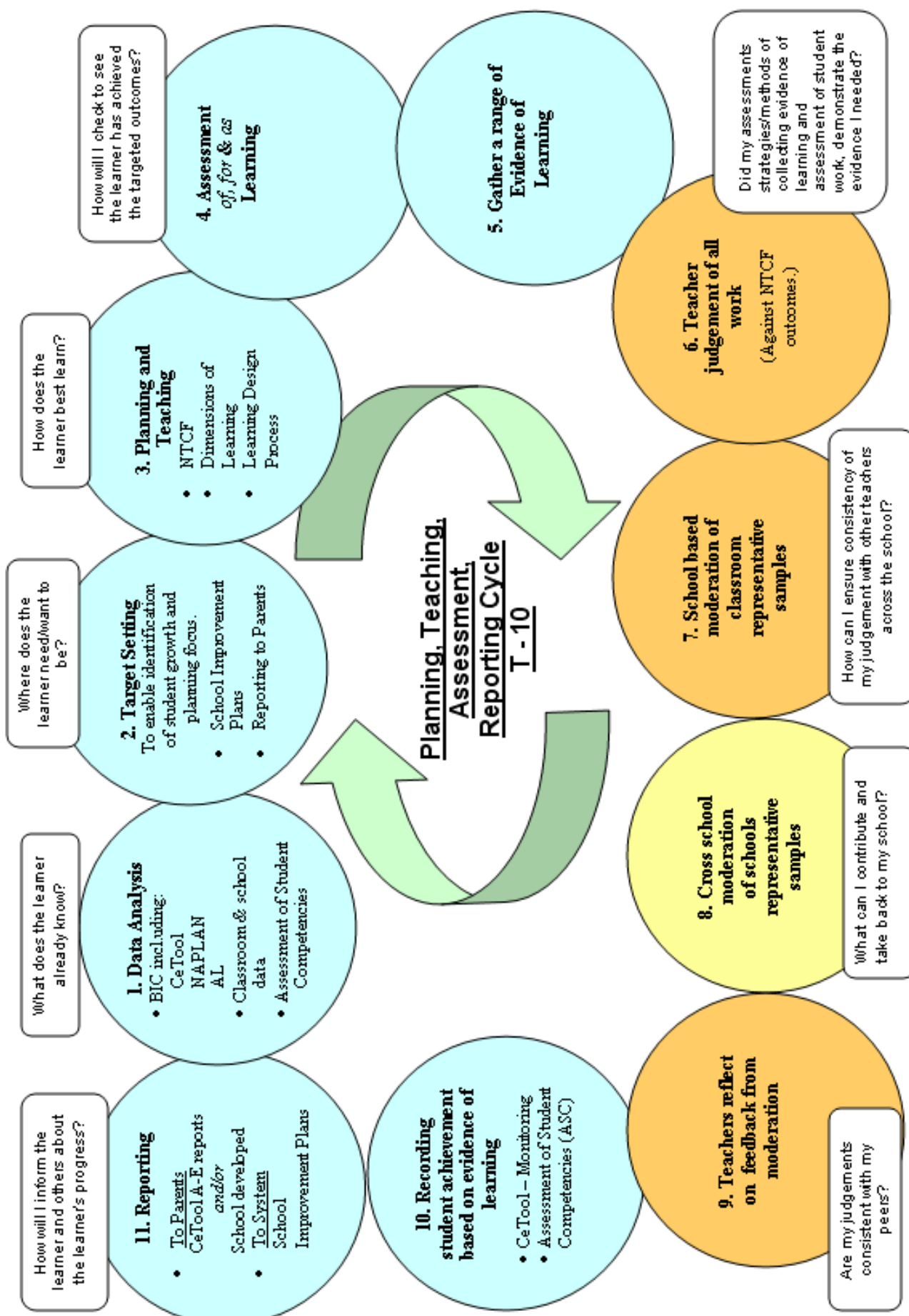
## Analysing Assessment Design

Feedback from moderation may indicate that the design of the assessment task needs to be improved in order for students to more effectively and accurately demonstrate their learning. A tool has been developed to assist teachers in reflecting on the quality of assessment tasks designed by them. Learning Management Design questions and the Principles of Quality Assessment (refer to 2009 NTCF Overview) have been used in this Analysing Assessment tool to guide teachers in their reflections. While not all of the questions may be appropriate for consideration teachers are encouraged to consider the questions when creating or evaluating a task. This analysis tool can be found as a reproducible in Section 5 of this handbook.

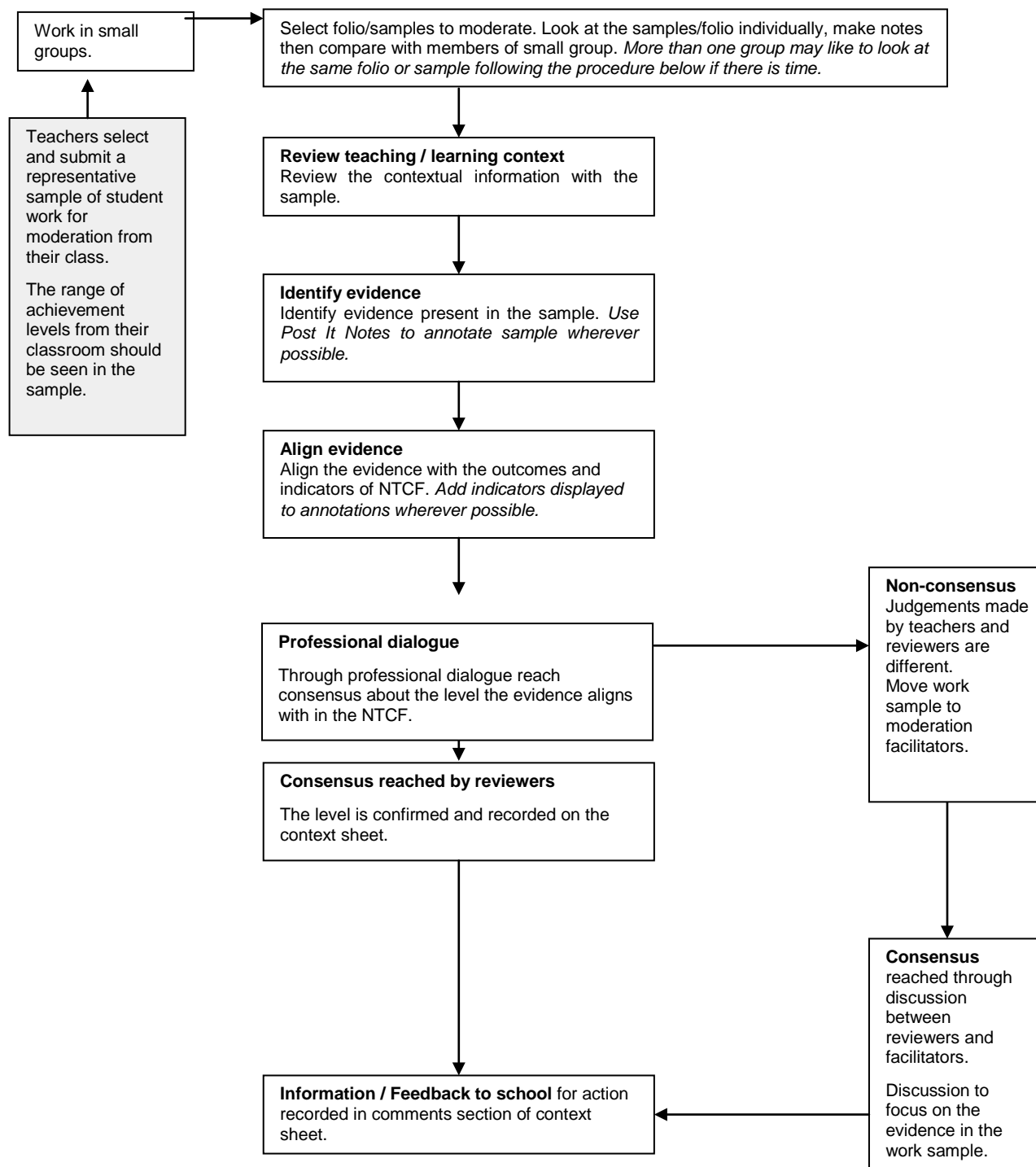
Appendix 1 Assessment Design Analysis Tool	
Learning Management Questions and Quality Assessment Principles used as a reference to analyse the assessment task(s).	
Note: Not all assessment tasks will address all of these criteria questions. However, teachers are encouraged to consider all of these questions when evaluating or creating an assessment task.	
Learning Management Questions	Assessment Principles
How will the task be used by the learner to achieve the learning outcome? <i>The Evidence</i>	<p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>What is the planned outcome of this task?</li> <li>How has this been made explicit to the students?</li> <li>What is the expected end product?</li> <li>How will the task be implemented?</li> </ul> <p><b>Valid and Reliable</b></p> <ul style="list-style-type: none"> <li>What is the task requiring the students to demonstrate?</li> <li>Does the task allow the students to demonstrate the planned outcome across a range of NTCF levels/bands?</li> <li>What criteria are being used to assess student achievement and are they relevant to the planned outcomes?</li> </ul>
How does the learner benefit? <i>Learning Dimensions</i>	<p><b>Assessable</b></p> <ul style="list-style-type: none"> <li>Does this assessment task account for diversity? (e.g. ability, learning styles, culture etc.)</li> <li>Are you intending to assess these outcomes using an alternate assessment method?</li> </ul>
What does the learner already know? <i>The Judgement and current achievement level</i>	<p><b>Diagnostic Utility</b></p> <ul style="list-style-type: none"> <li>What prior skills/knowledge does the student have before they attempt this task?</li> <li>Will the task allow you to determine where to next?</li> </ul>
Where does the learner need or want to be? <i>Outcomes to focus on</i>	<p><b>Student Centred</b></p> <ul style="list-style-type: none"> <li>How does the task allow for student involvement in the learning process?</li> <li>Are the students aware of how this task fits into their learning journey?</li> </ul>
How will the learner and others about the learner's progress? <i>Feedback/Reporting</i>	<p><b>Student Centred</b></p> <ul style="list-style-type: none"> <li>Will the students be able to evaluate their progress and determine future learning goals from this task?</li> <li>Does this task provide insight for a student reflection of their learning?</li> </ul>
Who will do what? <i>The Learning Team</i>	<p><b>Diagnostic Utility</b></p> <ul style="list-style-type: none"> <li>How will you provide feedback to the students?</li> <li>How will you use this assessment to inform others about the student's progress?</li> <li>What role will be taken by the teachers, parents and students for future learning?</li> </ul>

Learning Management Questions	Assessment Principles
What resources do I have at my disposal? <i>The Means</i>	<p><b>Practical Convenience</b></p> <ul style="list-style-type: none"> <li>Do you think this task will be worthwhile for yourself, your students and your purpose? (Is the end product worth the time/more human resources invested?)</li> <li>Are there any other possible outcomes that could be achieved with this task, not already identified? (Before over-investing learning areas – working smarter not harder)</li> </ul>
What is the task worth? <i>Value</i>	
What resources would you now focus on for this group of students?	
Future assessment considerations	

# Section 5 – Reproducible Resources

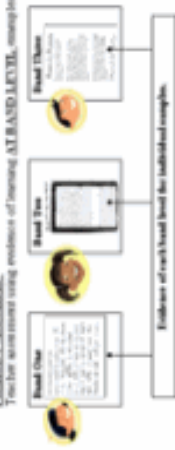
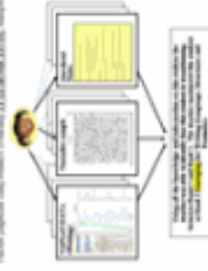




# School Moderation Process



## Growth within a band

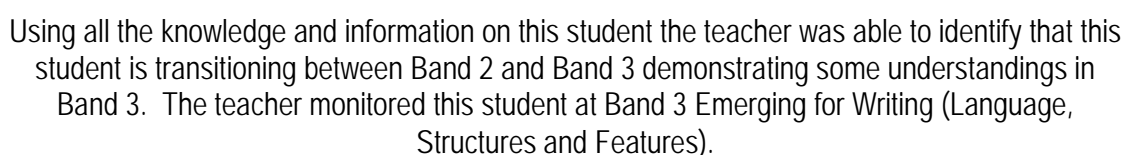
### Emerging, Solid and Comprehensive

Purpose	To Identify	Using	Teaching & Learning purpose /outcome	Demonstration
<b>Assessment</b> <i>Formative Assessment for Learning</i>	NTCF Band Level	Individual Samples/ Evidence of Learning	Identifies: <ul style="list-style-type: none"> <li>Strengths</li> <li>Gaps in learning</li> <li>Next teaching focus</li> </ul>	<p><b>Formative Assessment:</b> Teacher assessment using evidence of learning AT BAND LEVEL, examples</p> 
<b>Monitoring</b> <i>Summative Assessment of Learning</i>	Growth within a band (E/S/C)	Making an on balance judgement of the learner using a range of multiple samples.	<ul style="list-style-type: none"> <li>Tracks student progress / growth against NTCF</li> <li>Shows student improvement</li> <li>Identifies future focus</li> </ul>	<p><b>Monitoring Assessment:</b> Teacher assessment using evidence of learning AT BAND LEVEL, example</p> 
<b>Reporting</b>	A – E grades	A-E grades against NT Standard & DET Assessment & Reporting policy Federal Government Guidelines	<ul style="list-style-type: none"> <li>Compares student to NT Standard and National Standards</li> <li>Parent friendly language</li> <li>Clear information on student progress to parents</li> </ul>	
	School developed	DET Assessment and Reporting policy NTCF Guidelines	<ul style="list-style-type: none"> <li>Reporting student progress to parents</li> <li>Reflection of school context/community</li> <li>Community consulted/endorsed report format</li> </ul>	

Teacher assessment using evidence of learning **AT BAND LEVEL** examples:



Teacher judgement using multiple samples of evidence of learning to determine growth within a band for reporting purposes for a student.



### Moderation Cover Sheet – collection/portfolio of work

(This form should be completed by the teacher & attached to the front of a collection of work samples for the a student)

Student's First Name: \_\_\_\_\_ Teacher/Class: \_\_\_\_\_

School: \_\_\_\_\_ Number of samples in collection/folio: \_\_\_\_\_

The work samples attached show evidence of the following Learning Areas & Strands (Tick any applicable boxes)							
Literacy	Mathematics				SOSE	Science	
ESL	<input type="checkbox"/> Spatial Sense <input type="checkbox"/> Measurement & Data Sense <input type="checkbox"/> Number Sense <input type="checkbox"/> Space & Measurement <input type="checkbox"/> Chance & Data <input type="checkbox"/> Algebra <input type="checkbox"/> Number				<input type="checkbox"/> Social Systems & Structures <input type="checkbox"/> Environments <input type="checkbox"/> Enterprise	<input type="checkbox"/> Working Scientifically <input type="checkbox"/> Concepts & Contexts	
<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing					Indicate any Exit Outcomes demonstrated below (if any)		
English					Essential Learnings		Learning Technology
<input type="checkbox"/> Listening & Speaking <input type="checkbox"/> Reading & Viewing <input type="checkbox"/> Writing							
	Outcome/Judgements					Date	Comments
	Sample One	Sample Two	Sample Three	Sample Four	Sample Five		
Teacher							
School Based Panel Members 1. 2. 3. 4.							
Cross -School Panel 1 1. 2. 3. 4.							
Cross -School Panel 2 1. 2. 3. 4.							
<i>The judgements made here are on balance judgements at the element level based on a range of samples for a student. An emerging, solid, comprehensive judgement should be made at this time (taking into account information provided by the class teacher. Please turn over for further information.</i>							
Suggested follow-up teaching and learning activities:							

Folio cover Page

### Individual Work Sample – Context Sheet

(This form should be completed by the class teacher and attached to individual work samples)

Student's First Name: \_\_\_\_\_ Teacher/Class: \_\_\_\_\_

Date work completed: \_\_\_\_\_ School : \_\_\_\_\_

Task Information			
Full Description of Task <i>(please provide as much detail as possible)</i>			Sample Number <i>(To correspond with folio cover sheet.)</i>
Teaching/Learning Sequence: (Tick one box only) <input type="checkbox"/> beginning <input type="checkbox"/> middle <input type="checkbox"/> end  Does the task: (Tick one box only) <input type="checkbox"/> Access prior learning <input type="checkbox"/> Result from teacher modelling <input type="checkbox"/> Show independent work	School Approach/Resource: (Tick any applicable boxes below) <input type="checkbox"/> Accelerated Literacy (AL) <input type="checkbox"/> Walking Talking Texts <input type="checkbox"/> Ann Morrice Literacy Programme <input type="checkbox"/> First Steps <input type="checkbox"/> Count Me in Too <input type="checkbox"/> Maths 300 <input type="checkbox"/> Maths task Centres <input type="checkbox"/> Other please specify _____	If a text was used please record:  Author:  Title:  Source:	
Background Information			
(Circle Yes or No) <b>Does this student have an ESL/ESD background?</b> YES/NO  <b>Is this student accessing the BL (Beginning Level) ESL Pathway?</b> For student with no initial literacy concepts. YES / NO	What support was provided for this student? <i>(Tick any applicable boxes below)</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Teacher/Tutor modelling  <input type="checkbox"/> Teacher/Tutor scaffolding  <input type="checkbox"/> Peer Support               </div> <div> <input type="checkbox"/> Independent (no support given)  <input type="checkbox"/> Environmental Print  <input type="checkbox"/> Other classroom resources                please             </div> </div> specify _____ Definitions for the purpose of this context sheet: <i>Modelling</i> – explicit demonstrations provided to enable the student to demonstrate evidence of learning. <i>Scaffolding</i> – provision of support structures to allow learners to demonstrate evidence of learning that they might not be able to manage on their own.		
Targeted Outcome/s: (eg. .Eng R/V2 or Maths N4 or SOC Env3 or Science WS 2)			
Highlight the descriptors below that best describe the evidence demonstrated by the student.			
	Emerging	Solid	Comprehensive
Evidence of Indicators	Beginning to demonstrate behaviours/learning indicators that show evidence of the targeted outcome/s.	Consistently demonstrates behaviours/learning indicators that show evidence of the targeted outcome/s.	Consistent, independent demonstrations of behaviours/learning indicators.
Level of support	Support from teacher or peers required to demonstrate learning.	Learning is demonstrated mostly independently, with some minor support.	Learning is demonstrated independently.
Range of contexts	Evidence of learning is within limited/familiar contexts.	A range of samples of learning evidence and contexts is demonstrated but is still largely limited to the context identified by the teaching program.	A wide range of samples of learning evidence and contexts including those beyond the context identified by the teaching program.
Range of Evidence	Evidence of indicators is inconsistent and mixed with evidence of the previous level.	Evidence of multiple indicators within a given task or sample of learning evidence.	Demonstrations of learning are rich in depth and precise in detail. Potentially some emerging evidence of the next level.



# Developing a common language - SOSE

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **verbs** (skill or process) and **nouns/noun phrases** (knowledge or content).

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

## For Example:

### Environments

#### 3.1 Place, Landforms and Features

*Investigate patterns of use of natural resources and how they have changed over time*

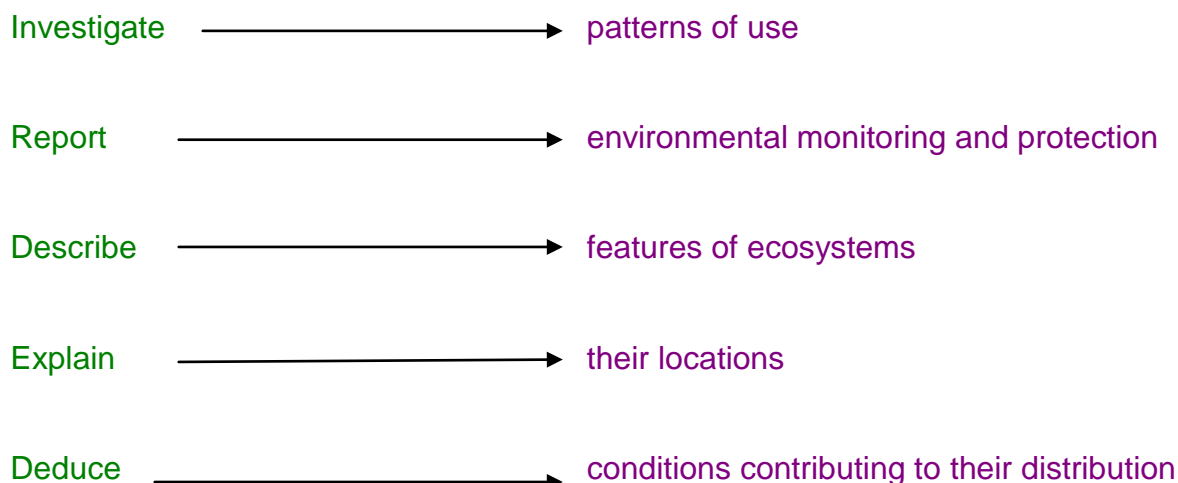
#### 3.2 Environmental Awareness and Care

*Report on how organisations promote environmental monitoring and protection*

#### 3.3 Natural Systems

*Describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and change*

## Unpacked even further...





Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

## Looking at the Outcome Before and After

<p><b>Env 2.1</b> Place, Landforms and Features</p> <p><b>Investigate</b> the distribution of natural/built features and natural/human resources and</p> <p><b>Describe</b> ways in which these features and resources interact and impact on one another</p> <p><b>Env 2.2</b> Environmental Awareness and Care</p> <p><b>Identify</b> issues to do with value and care of places and</p> <p><b>Collaboratively</b> participate in an action project to address local community issues</p> <p><b>Env 2.3</b> Natural Systems</p> <p><b>Analyse</b> the interactions between elements of natural and human systems and</p> <p><b>Investigate</b> flows and cycles</p>	<p><b>Env 3.1</b> Place, Landforms and Features</p> <p><b>Investigate</b> patterns of use of natural resources and how they have changed over time</p> <p><b>Env 3.2</b> Environmental Awareness and Care</p> <p><b>Report</b> on how organisations promote environmental monitoring and protection</p> <p><b>Env 3.3</b> Natural Systems</p> <p><b>Describe</b> features of ecosystems</p> <p><b>Explain</b> their location and</p> <p><b>Deduce</b> the conditions that contribute to their distribution and/or change</p>	<p><b>Env 4.1</b> Place, Landforms and Features</p> <p><b>Examine and discuss</b> the cause/effect relationship of physical forces in the formation of land features</p> <p><b>Env 4.2</b> Environmental Awareness and Care</p> <p><b>Identify</b> the perspective of key stakeholders in issues arising from current resources and land use</p> <p><b>Env 4.32</b> Natural Systems</p> <p><b>Describe and represent</b> selected natural systems in terms of variations</p>
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# Developing a common language

## Listening and Speaking

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **skill or process** and **knowledge or content**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

### For Example:

#### Listening and Speaking Band 3

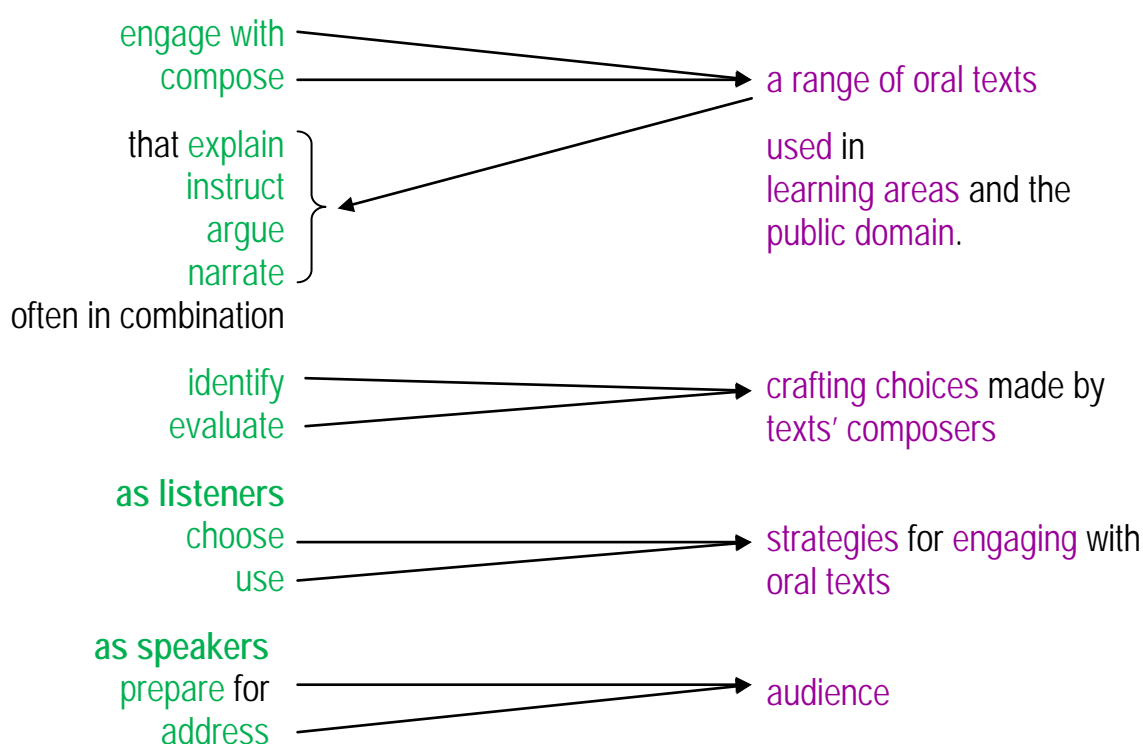
Learners **engage with** and **compose a range of oral texts** that **explain, instruct, argue** and **narrate**, often in combination, which are **used** in the **learning areas** and **in the public domain**. They **identify** and **evaluate** many **crafting choices** made by **texts' composers**. They **choose** and **use strategies** for **engaging** with **oral texts** as **listeners** and with **preparing** for and **addressing** an **audience** as **speakers**.

### Unpacked even further...

#### Listening and Speaking Band 3

##### **skill or process**

##### **knowledge or content**



## Looking at the Outcome Before and After

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

<p>Learners <b>vary their speaking and listening</b> for a <b>small range of contexts, purposes and audiences, adjusting language structures, features and strategies</b> according to the <b>purpose</b> of the interaction and the relationships of the people involved</p>	<p>Learners <b>engage</b> with and <b>compose</b> a <b>range of oral texts</b> that <b>explain, instruct, argue and narrate</b>, often in combination, which are <b>used in the learning areas and in the public domain</b>.</p> <p>They <b>identify and evaluate</b> many <b>crafting choices</b> made by <b>texts' composers</b>.</p> <p>They <b>choose and use strategies</b> for <b>engaging with oral texts</b> as <b>listeners</b> and with <b>preparing</b> for and <b>addressing</b> an <b>audience</b> as <b>speakers</b>.</p>	<p>Learners <b>engage</b> with and <b>compose</b> a <b>range of oral texts</b> in the <b>public domain</b> which explore <b>personal, social, cultural and political issues</b> of significance to their own lives and communities</p> <p>They <b>analyse and investigate</b> <b>challenging ideas and issues</b>, and <b>advance</b> and <b>refute</b> <b>arguments</b>.</p> <p>They <b>adjust</b> their <b>listening, preparation and speaking strategies</b> according to their <b>purposes and audiences</b>.</p>
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# Developing a common language

## Reading & Viewing

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **skill or process** and **knowledge or content**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

### For Example:

(**skill or process**      **knowledge or content**)

#### English Reading and Viewing Band 3

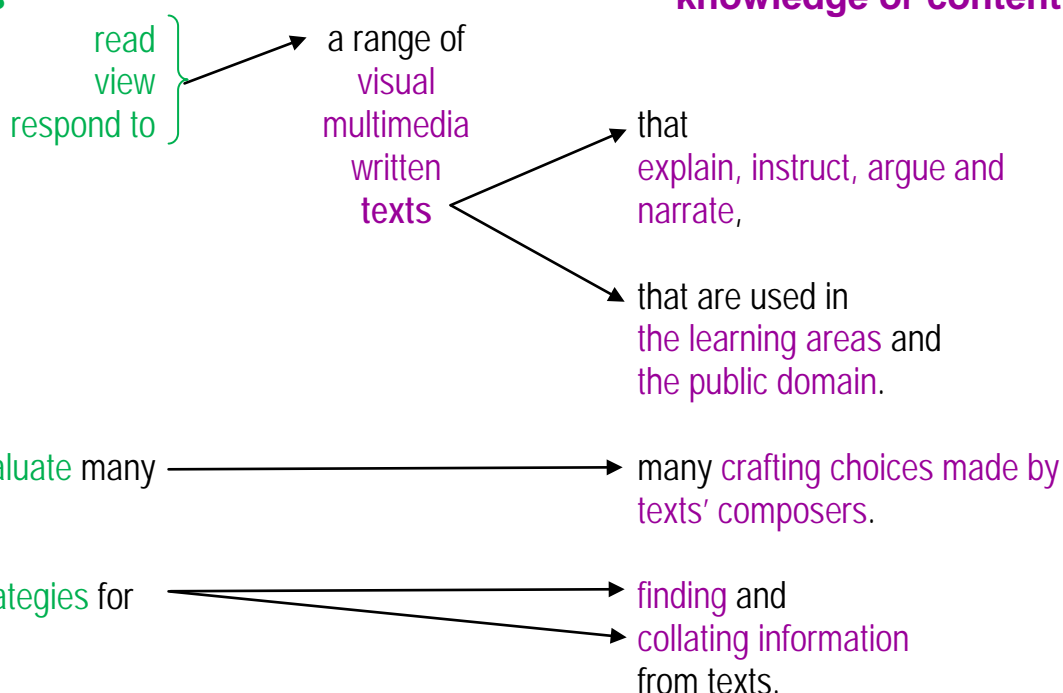
Learners **read, view** and **respond** to **a range of visual, multimedia and written texts** that **explain, instruct, argue and narrate**, often in combination, which are **used in the learning areas and in the public domain**. They **identify** and **evaluate** many **crafting choices made by texts' composers**. They **choose** and **use strategies** for **finding and collating information** from texts.

### Unpacked even further...

#### English Reading and Viewing Band 3

##### **skill or process**

##### **knowledge or content**



## Looking at the Outcome Before and After

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

### English Reading and Viewing

Band 2	Band 3	Band 4
<p>Learners <b>read independently</b>, <b>view</b> and <b>respond</b> to a <b>range of short visual</b> and <b>written texts</b> that <b>entertain</b>, <b>move</b>, <b>inform</b>, <b>report</b>, <b>present opinions</b> and <b>persuade</b>. These <b>texts contain information</b> and <b>ideas extending beyond the immediate experience</b> of the learners.</p> <p>Learners <b>identify some basic ways</b> that <b>language structures</b>, <b>features</b> and <b>content work to shape 'readers' or viewers' understanding</b> of texts.</p> <p>Learners <b>integrate a variety of strategies</b> to <b>select</b> and <b>interpret texts</b>.</p>	<p>Learners <b>read</b>, <b>view</b> and <b>respond</b> to a <b>range of visual, multimedia</b> and <b>written texts</b> that <b>explain</b>, <b>instruct</b>, <b>argue</b> and <b>narrate</b>, often in combination, which are <b>used in the learning areas</b> and <b>in the public domain</b>.</p> <p>They <b>identify</b> and <b>evaluate</b> many <b>crafting choices</b> made by texts' composers.</p> <p>They <b>choose</b> and <b>use strategies</b> for <b>finding</b> and <b>collating information</b> from texts.</p>	<p>Learners <b>read</b>, <b>view</b> and <b>respond</b> to <b>adolescent, contemporary</b> and <b>classic imaginative texts</b> and <b>texts in the public domain</b> which explore <b>personal, social, cultural</b> and <b>political issues</b> of <b>significance</b> to <b>their own lives</b> and <b>communities</b>.</p> <p>They <b>begin to identify</b> the <b>characteristic style</b> and <b>tone</b> of a <b>range of literary</b> and <b>non-literary texts</b>.</p> <p>They <b>know how to find</b>, <b>analyse</b> and <b>synthesise information</b> from texts.</p>

# Developing a common language

## Writing

A common language for describing student achievement is fundamental to **consistency of teacher judgement**.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **skill or process** and **knowledge or content**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

### For example:

(**skill or process**      **knowledge or content**)

#### English- Writing

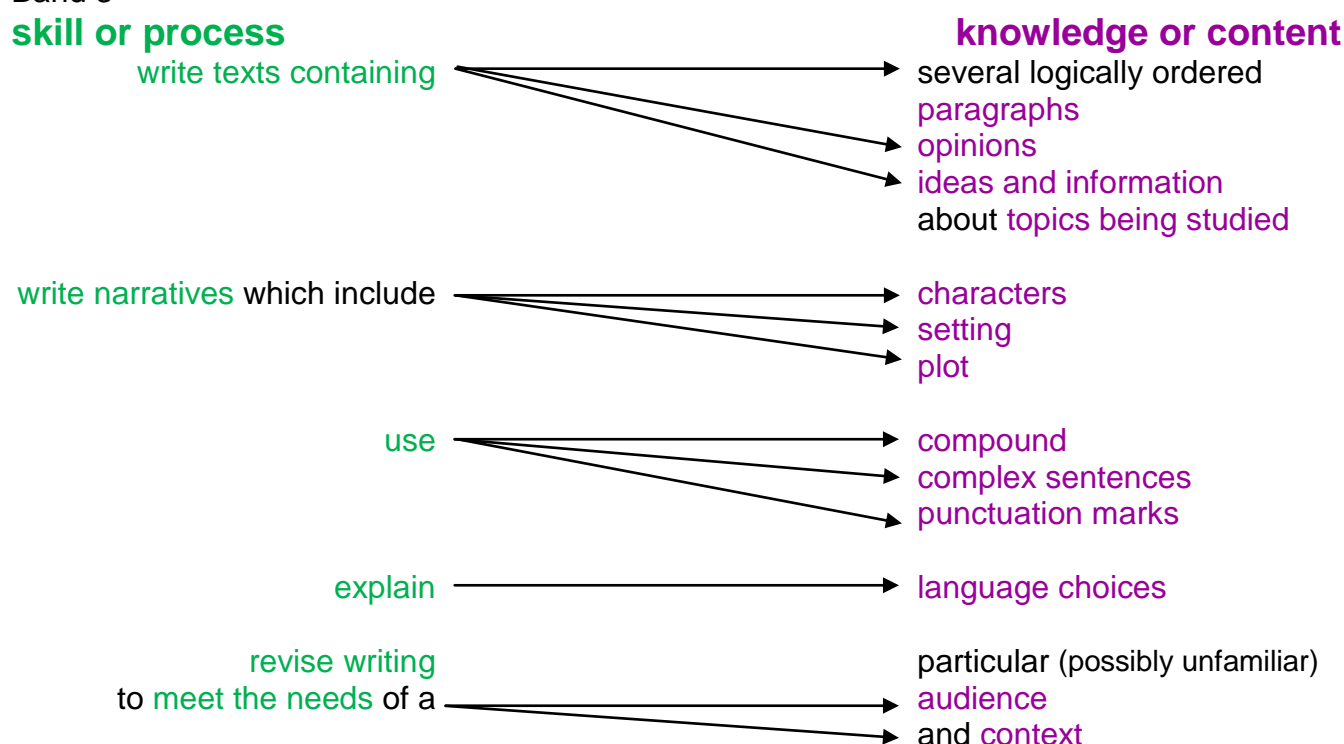
Band 3

Learners **write texts** containing several logically ordered **paragraphs** that **express opinions** and **include ideas and information** about **topics being studied**, and **narratives** which include **characters, setting and plot**. Learners **use compound** and **complex sentences** when appropriate and use most **punctuation marks** correctly. They can **explain** their **language choices**. They can **revise writing** to **meet the needs** of a particular (possibly unfamiliar) **audience and context**.

### Unpacked even further

#### English- Writing

Band 3



## Looking at the outcome before and after

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the difference between the outcomes before and after the one selected, can support teacher understanding of what these mean and help students see where they have been and where they are going.

### English- Writing

(skill or process      knowledge or content)

Band 2	Band 3	Band 4
<b>write short texts</b> <ul style="list-style-type: none"> <li>sequenced</li> <li>imaginative</li> <li>factual</li> <li>related ideas</li> <li>familiar topics</li> </ul> known audiences.	<b>write texts</b> <ul style="list-style-type: none"> <li>several paragraphs</li> <li>logically ordered paragraphs</li> <li>opinions</li> <li>ideas</li> <li>information               <ul style="list-style-type: none"> <li>about topics being studied</li> </ul> </li> </ul> <b>write narratives</b> <ul style="list-style-type: none"> <li>characters</li> <li>setting</li> <li>plot</li> </ul>	<b>write extended and developed texts</b> <ul style="list-style-type: none"> <li>different audiences</li> <li>purposes</li> <li>contexts</li> </ul> <b>communicate</b> <ul style="list-style-type: none"> <li>ideas</li> <li>information</li> </ul> <b>begin to write</b> <ul style="list-style-type: none"> <li>literary analysis.</li> </ul>
<b>control simple</b> <ul style="list-style-type: none"> <li>sentence conventions</li> <li>punctuation</li> <li>word conventions</li> </ul> <b>experiment with</b> <ul style="list-style-type: none"> <li>less common conventions</li> </ul>	<b>use</b> <ul style="list-style-type: none"> <li>compound sentences</li> <li>complex sentences</li> <li>punctuation marks</li> </ul>	<b>apply</b> <ul style="list-style-type: none"> <li>schematic structures</li> <li>language features</li> </ul> <b>use</b> <ul style="list-style-type: none"> <li>grammar</li> </ul>
<b>re-read own writing</b> <ul style="list-style-type: none"> <li>use editing resources</li> <li>revise</li> <li>clarify meaning</li> </ul>	<b>explain</b> <ul style="list-style-type: none"> <li>language choices</li> </ul> <b>revise writing to meet the needs of</b> <ul style="list-style-type: none"> <li>audience</li> <li>context</li> </ul>	<b>choose strategies to</b> <ul style="list-style-type: none"> <li>plan</li> <li>construct</li> <li>evaluate texts</li> </ul> <b>to improve writing</b>

# Developing a common language Science

A common language for describing student achievement is fundamental to **consistency of teacher judgement**.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **skill or process** and **knowledge or content**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

## For example:

(**skill or process**      **knowledge or content**)

### Science- Life and Living

Band 3

Learners **understand** that **living things** can be made up of **systems** which determine their **interaction with the environment**. They **explore similarities and differences** between **living things** and can **group** them according to their **observable features**.

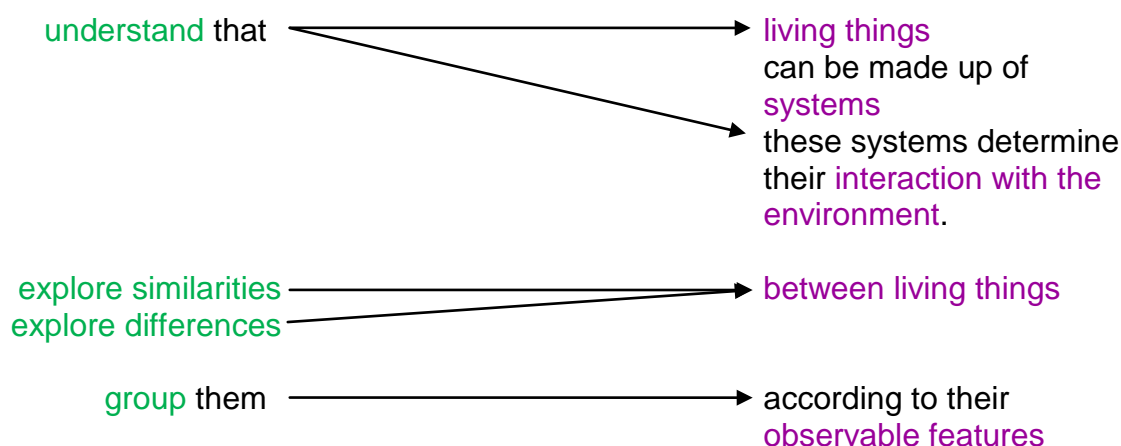
## Unpacked even further

### Science- Life and Living

Band 3

#### **skill or process**

#### **knowledge or content**





## Looking at the outcome before and after

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the difference between the outcomes before and after the one selected, can support teacher understanding of what these mean and help students see where they have been and where they are going.

### Science- Life and Living

(skill or process      knowledge or content)

Band 2	Band 3	Band 4
<ul style="list-style-type: none"> <li>understand</li> <li>make connections</li> </ul>	<ul style="list-style-type: none"> <li>understand</li> <li>explore similarities and differences</li> <li>group</li> </ul>	<ul style="list-style-type: none"> <li>understand</li> <li>use models and diagrams</li> <li>describe interactions</li> <li>begin to get a scientific understanding</li> <li>understand more abstract concepts</li> </ul>
<b>living things</b> <ul style="list-style-type: none"> <li>needs</li> <li>features</li> <li>functions <ul style="list-style-type: none"> <li>are related</li> <li>change over time</li> </ul> </li> <li>changes occur <ul style="list-style-type: none"> <li>as things grow and age</li> <li>if needs are not met</li> </ul> </li> </ul>	<b>living things</b> <ul style="list-style-type: none"> <li>made up of systems</li> <li>interaction with the environment</li> <li>observable features</li> </ul>	<b>living things</b> <ul style="list-style-type: none"> <li>systems interact</li> <li>interactions <ul style="list-style-type: none"> <li>between different living things</li> <li>between parts of living things in systems</li> <li>can lead to change</li> </ul> </li> <li>changes over time</li> </ul>

# Developing a common language Maths

A common language for describing student achievement is fundamental to **consistency of teacher judgement**.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **skill or process** and **knowledge or content**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

## For example:

(**skill or process**      **knowledge or content**)

### Mathematics- Number

Band 3

Learners **describe** and **manipulate** whole numbers and decimals, **demonstrating knowledge** of place value. They **recognise** that the relationship between multiplication and division is based on equal partitioning and so can **apply strategies** to multiplication and division as well as **visualise** and **manipulate** fractions, decimals, key percentages and simple ratios.

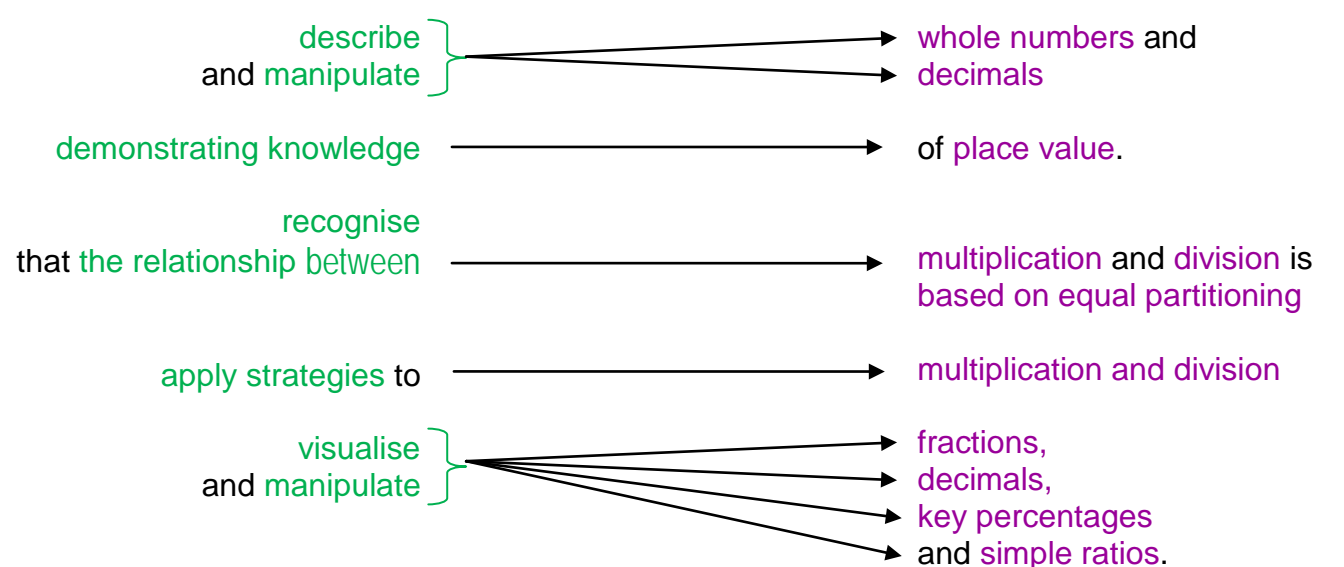
## Unpacked even further

### Mathematics- Number

Band 3

#### **skill or process**

#### **knowledge or content**



## Looking at the outcome before and after

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the difference between the outcomes before and after the one selected, can support teacher understanding of what these mean and help students see where they have been and where they are going.

### Mathematics- Number

(skill or process      knowledge or content)

Band 2	Band 3	Band 4
emerging understanding	demonstrating knowledge	extend knowledge
<ul style="list-style-type: none"> <li>mental strategies</li> </ul>	<ul style="list-style-type: none"> <li>visualise</li> <li>describe</li> <li>manipulate</li> <li>recognise multiplication/ division relationship</li> <li>apply strategies</li> </ul>	<ul style="list-style-type: none"> <li>compare</li> <li>manipulate</li> </ul>
<ul style="list-style-type: none"> <li>place value</li> <li>whole numbers</li> <li>add</li> <li>subtract</li> <li>multiply</li> <li>and divide using <i>equal grouping and counting</i></li> </ul>	<ul style="list-style-type: none"> <li>place value</li> <li>whole numbers</li> <li>fractions</li> <li>decimals</li> <li>key percentages</li> <li>simple ratios</li> <li>multiplication</li> <li>division</li> </ul>	<ul style="list-style-type: none"> <li>place value</li> <li>whole numbers</li> <li>fractional numbers</li> <li>decimals</li> <li>common fractions</li> <li>percentages</li> <li>ratios</li> <li>integers</li> <li>multiplicative strategies</li> </ul>
		<b>an emerging understanding</b> <ul style="list-style-type: none"> <li>powers</li> <li>roots</li> </ul>

# Assessment Design Analysis Tool

*Learning Management Questions and quality Assessment Principles used as a reference to analyse the assessment task(s).*

**Note:** Not all assessment tasks will address all of these criteria questions. However, teachers are encouraged to consider all of these questions when evaluating or creating an assessment task.

Learning Management Questions	Assessment Principles
How will I check to see the learner has achieved the learning outcomes? <i>The Evidence</i>	<input type="checkbox"/> <b>Explicit</b> <ul style="list-style-type: none"> <li>- What is the planned outcome/s of this task?</li> <li>- How has this been made explicit to the students?</li> <li>- What is the expected end product?</li> <li>- How will the task be implemented?</li> </ul>
How does the learner best learn? <i>Learning Dimensions</i>	<input type="checkbox"/> <b>Valid and Reliable</b> <ul style="list-style-type: none"> <li>- What is the task requiring the students to demonstrate?</li> <li>- Does the task allow the students to demonstrate the planned outcome/s across a range of NTCF levels/bands?</li> <li>- What criteria are being used to assess student achievement and are they relevant to the planned outcome/s?</li> </ul>
What does the learner already know? <i>The judgement and current achievement level</i>	<input type="checkbox"/> <b>Accessible</b> <ul style="list-style-type: none"> <li>- Does this assessment task account for diversity? (e.g. ability, learning styles, culture etc.)</li> <li>- Are you intending to assess these outcomes using an alternate assessment method?</li> </ul>
Where does the learner need or want to be? <i>Outcomes to focus on</i>	<input type="checkbox"/> <b>Instructional Utility</b> <ul style="list-style-type: none"> <li>- What prior skills/knowledge does the student need before they attempt this task?</li> <li>- Will the task allow you to determine where to next?</li> </ul>
How will I inform the learner and others about the learners' progress? <i>Feedback/Reporting</i>	<input type="checkbox"/> <b>Student Centred</b> <ul style="list-style-type: none"> <li>- How does the task allow for student involvement in the learning process?</li> <li>- Are the students aware of how this task fits into their learning journey?</li> </ul>
Who will do what? <i>The learning team</i>	<input type="checkbox"/> <b>Student Centred</b> <ul style="list-style-type: none"> <li>- Will the students be able to evaluate their progress and determine future learning goals from this task?</li> <li>- Does this task provide insight for student reflection of their learning?</li> </ul>
	<input type="checkbox"/> <b>Instructional Utility</b> <ul style="list-style-type: none"> <li>- How will you provide feedback to the students?</li> <li>- How will you use this assessment to inform others about the students' progress?</li> <li>- What role will be taken by the teachers, parents and students for further learning?</li> </ul>



# ESL PATHWAYS IN THE NTCF

Refer to Pages 95-142 NTCF ESL Early Childhood and Primary Learners (See Pages 143-188 for Secondary Learners)  
 BL= Beginning Levels    L= Levels

